



The Flying Bull Academy

Flying Bull Lane

Buckland

Portsmouth

PO2 7BJ

Dear Parents and Carers,

Final Ofsted Inspection Report

Following our recent Ofsted inspection, we are now able to share the final report for The Flying Bull Academy with you. A copy of the full report follows this letter.

I am pleased that the report recognises the significant progress taking place across our school. It also rightly identifies areas where we know there is more work to do, and we are fully committed to continuing that work with pace, care and determination.

The report confirms that safeguarding standards are met and recognises the positive changes that have taken place in a short period of time. Inspectors commented on the impact of the new leadership team, the improving quality of teaching, the positive relationships between staff and pupils, the strengthened support for pupils with SEND, and the warm welcome pupils receive each day.

"There is a genuine sense from pupils, staff and the trust that the school is restoring the standards that the community expects and its pupils deserve."

That matters deeply to us. Our children and families deserve the very best, and that is what we are working hard to provide.

We will not pretend that everything is finished. The report is clear that outcomes over time have not been strong enough, that attendance remains a priority, and that teaching, early years and inclusion need to be consistently strong across the whole school. These priorities are already central to our school improvement work and will continue to be our focus.

What gives me confidence is that Ofsted has recognised the direction we are now heading in. The work we are doing with our staff, families, the University of Chichester (Multi) Academy Trust, our interim governing board and wider partners is making a difference.

Thank you for your continued support, encouragement and belief in our school. We have achieved a great deal in a short space of time, and we will continue building on this progress together.

Your sincerely,

Grace Brown

Headteacher

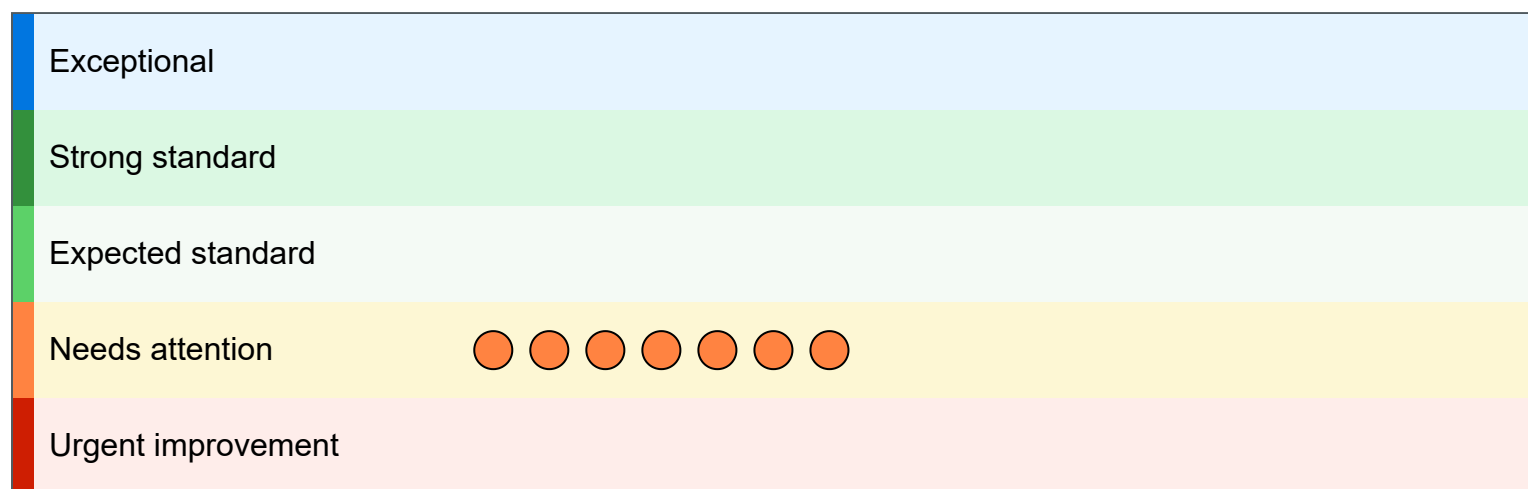
The Flying Bull Academy

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Address: Flying Bull Lane, Buckland, Portsmouth, Hampshire, PO2 7BJ

Unique reference number (URN): 140719

Inspection report: 9 June 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Needs attention ●

Achievement

Needs attention ●

In recent years, pupils have not achieved as well as they should by the time they leave the school. Weaknesses in the curriculum and teaching have resulted in pupils having gaps in important aspects of their knowledge and skills. The school's recent results in national tests in Year 6 show pupils achieve well below the national average. This means that pupils have often left the school not ready for their next stage of learning.

Leaders' have begun to take effective action to bring about improvement. Leaders have focused on ensuring the youngest pupils develop the foundations they need for learning. On the whole, pupils achieve well in the phonics screening check results in Year 1, while outcomes have improved year on year in the Year 4 multiplication tables check. In lessons, the tasks pupils complete are becoming more accurate to their needs. However, the quality of work in books remains variable in different classes.

Attendance and behaviour

Needs attention ●

Despite the school's efforts, there are too many pupils who do not attend school enough. Leaders work proactively with families to ensure that they understand the importance of regular attendance. Tailored support benefits pupils who are disadvantaged and those who face other potential barriers to coming to school. However, attendance remains too low, and persistent absence for some groups is still high. This means too many pupils are missing out on vital learning.

In lessons, pupils' behaviour is increasingly calm and purposeful. Clear processes, including reminders and reflection, support most pupils to engage with their learning. Relationships between staff and pupils are mutually respectful. Staff model the school values. Pupils say that bullying rarely happens and they are confident that adults will help them to resolve problems if they need it. Pupils show great kindness and consideration for each other.

Some pupils in both the main school and those in the specially resourced provision for pupils with special educational needs and/or disabilities need bespoke support to help manage their behaviour. On the occasions when pupils struggle to keep calm, staff know the best ways to address the issue and bring learning back on track.

Curriculum and teaching

Needs attention ●

While leaders are taking effective action to strengthen the curriculum and teaching, these changes are in their infancy and are not embedded. There is inconsistency in the quality of the delivery of the curriculum. Where teaching is more effective, staff encourage pupils to think hard, practise securely and explain their ideas. However, some staff's expectations of what pupils should achieve are unclear and lack ambition. As a result, staff do not always adapt teaching in lessons to meet pupils' needs well enough. Some activities are too easy for some pupils, whereas for others the activities are too hard.

The school's new leadership uses its well-informed understanding of high-quality primary education effectively. Leaders' clear, thoughtful actions are resulting in the gradual improvement of the quality of teaching. For example, teachers typically deliver the school's phonics programme well. Many pupils become fluent and confident readers quickly. When pupils need a bit longer to learn the basics of reading, additional focused support is given to them. A focus on early writing and mathematics is also having a positive impact, especially in younger year groups. Leaders ensure that pupils are taught the full breadth of the national curriculum. This is helping to develop pupils' knowledge of subject-specific vocabulary. However, leaders' actions have not yet had sufficient impact on pupils' progress and attainment.

Early years

Needs attention 

While leaders recognise the importance of high-quality education in the early years, there is more to do to improve the quality of teaching and adult interactions. Staff sometimes miss opportunities to maximise children's learning and language development. For example, children have too few chances to hear new words, understand them and use them in meaningful play.

All staff show great care for the children. A new, well-considered early years curriculum supports children to learn what they need to be ready for key stage 1. Leaders ensure that the children's transition into early years is welcoming and purposeful. Teachers sequence this learning into clear milestones to help children build knowledge and skills progressively. Children show enjoyment in their learning.

Throughout both the nursery and reception classes, children broadly focus on their learning and interact calmly with their peers. Staff help children to play and communicate kindly with their friends. Children become increasingly independent, both in self-care and managing their feelings. Staff develop effective relationships with parents and carers when children join in the nursery. This helps staff to know and care for pupils really well, and to ensure that children's basic needs are well attended to.

Inclusion

Needs attention 

Leaders recognise that support for pupils with special educational needs and/or disabilities (SEND), disadvantage or vulnerability does not always meet their specific needs well enough. Leaders have strengthened the school's processes to identify the needs of pupils who face barriers to their learning and wellbeing. However, there are still inconsistencies in how effectively staff reduce these barriers. In particular, too often, pupils with SEND struggle to access learning activities.

Leaders work collaboratively with other professionals, and with parents and carers, to ensure that they understand pupils' needs. For example, they act on advice from specialists to ensure that the strategies and resources used to support pupils' behaviour are effective. As a result, teachers typically ensure that pupils with SEND have the necessary equipment and staff support to help them access the curriculum. This is best highlighted in the recent improvements to the school's specially resourced provision for pupils with SEND. Leaders have, working with external partners, notably improved the provision available for these vulnerable pupils.

In the rare instance where alternative provision is needed to support specific pupils, this has a positive impact on meeting pupils' needs and improving their wellbeing. Leaders are using pupil premium funding effectively to support disadvantaged pupils' pastoral and academic needs. The needs of pupils known or previously known to children's services are also well considered.

Leadership and governance

Needs attention ●

Since the last inspection, the trust has identified that leaders' actions have not focused sufficiently well on ensuring that all pupils gain the essential knowledge and skills across the curriculum. Over time, the governing body has not provided sufficient challenge to leaders to maintain high standards.

As a result, the trust has instigated some significant changes over the last year. The local governing body has been recently replaced by an interim governing board made up of highly experienced, educational professionals determined to improve the school's provision. The trust has appointed a new headteacher who has galvanised the school's senior leadership team. This fresh, new team has quickly identified the school's strengths and areas they need to significantly improve. They take all decisions with the pupils' best interests at heart. Together leaders have assured that the school's statutory duties, such as safeguarding, are robustly in place.

All stakeholders, including parents, are keen to express the improvements the school has made in the past year. Staff are overwhelmingly positive about the direction that the school is heading in, and the support they are given to make these changes. They feel listened to and appreciate the recent training to help them better support pupils with additional needs. While much improving at a good pace, staff are fully aware that there is still work to do. They are determined to get it right for pupils.

Personal development and wellbeing

Needs attention ●

Leaders have recently made significant changes to the personal development and wellbeing programme. However, these changes are at an early stage so have not yet had the impact that leaders intend.

Leaders have implemented a personal, social and health education (PSHE) curriculum that is coherent and appropriate. They monitor the effectiveness of this curriculum carefully. As a result, while there are some inconsistencies in some classes, the PSHE curriculum is typically having a positive impact on pupils' development. The PSHE curriculum is complemented well by the the school's highly purposeful pastoral work. This helps to support pupils to understand their emotions. This enables pupils to regulate themselves better and have much more purposeful school days.

The school's current offer to pupils to enhance pupils' experiences beyond the classroom, such as clubs and trips, is limited. While there are some opportunities to develop pupil interests and talents, for example through additional sport or music opportunities, this needs further consideration. Leaders know that there is work to do in order to ensure that more pupils, particularly those from more disadvantaged backgrounds, can experience wider opportunities.

Pupils are being supported to be responsible, respectful and active citizens in their school through pupil leadership opportunities, such as school councillors. Pupils embrace the wide range of backgrounds and cultures of their classmates. They are educated about how to protect themselves from risks and dangers online and in the community. Leaders ensure that pupils understand that discrimination is never acceptable. Should anything like that arise, leaders always treat it as an opportunity to educate pupils in a constructive, purposeful and impactful way. This prepares pupils well for life in modern Britain.

What it's like to be a pupil at this school

Pupils are benefiting from recent significant changes at the school. Leaders and governors are revitalising pupils' experiences. There is a genuine sense from pupils, staff and the trust that the school is restoring the standards that the community expects and its pupils deserve.

Pupils arrive each morning at The Flying Bull Academy ready to be welcomed warmly. This is consistent across the school, whether in Nursery, Year 6 or the specialist resource provision. Pastoral support plays an important role in helping pupils feel safe, cared for and ready to learn. Pupils who struggle to behave are given the support they need. Pupils know that if someone is unkind, they will get support from staff if they need it.

Pupils take their own school leadership roles seriously. They make sensible suggestions on how to improve the school environment, or what clubs could enhance the currently limited choice. Pupils are well-prepared for life in modern Britain. They develop an understanding of a range of faiths, cultures and different types of families. Pupils who have had difficult experiences at previous settings, particularly those in the specialist resource provision, find a genuine sense of belonging at this school. Most pupils attend school regularly. However, some pupils are absent too often, despite the school's efforts to encourage them in. This has a detrimental effect on these pupils' learning.

Pupils enjoy learning about the interesting topics that they study. Staff are getting better at meeting the needs of individual pupils. Leaders have recently developed the curriculum to ensure that pupils are now learning more key knowledge, skills and vocabulary. However, it is not delivered consistently well across all year groups and subjects. This affects pupils' achievement in national tests at the end of Year 6, which is typically lower than the national average.

Next steps

- Governors and trustees must ensure that the clear systems that have now been established provide effective support and challenge to school leaders, so that the school continues to improve.
- Leaders should ensure that adaptations for pupils, including those with special educational needs and/or disabilities, are well-planned and consistently implemented, so that teaching and activities match pupils' needs, enabling pupils to build securely on what they know and can do.

- Leaders should ensure that high quality teaching is embedded across all year groups and subjects.
 - Leaders should ensure that they embed the changes to how they manage attendance, so that attendance continues to improve.
 - Leaders need to continue to develop the range of purposeful opportunities pupils can access to broaden pupils' experiences and enable them to develop their talents and interests.
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About this inspection

This school is part of the University of Chichester Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jennese Alozie, and overseen by a board of trustees, chaired by Chris Shelton.

In February 2026, the trust disbanded the local governing board and instated an interim governing board.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders. They spoke with representatives from the trust, including the chair of trustees. Inspectors also spoke with the chair of the interim governing board, a representative of the virtual school, and a representative of Portsmouth Local Authority.

The inspectors confirmed the following information about the school:

All senior leaders are new to post since the last inspection, including the headteacher who started their full-time, permanent role in January 2026.

The school runs nursery provision for 2-, 3- and 4-year old children.

The school includes provision that offers short-term, tailored support for primary-aged children experiencing social, emotional, and mental health (SEMH) difficulties. The unit has a capacity of 32 pupils.

The school currently uses one unregistered alternative provider.

Headteacher: Grace Brown

Lead inspector:

Chris Parker, His Majesty's Inspector

Team inspectors:

Justin Bartlett, Ofsted Inspector

James Everett, Ofsted Inspector

Matt Vernon, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

428

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

500

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

55.84%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.97%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.63%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SEMH - Social, Emotional and Mental Health

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	61%	Below
2024/25 (final)	17%	62%	Below
2023/24 (final)	41%	61%	Below
2022/23 (final)	51%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	74%	Below
2024/25 (final)	45%	75%	Below
2023/24 (final)	64%	74%	Below
2022/23 (final)	66%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	72%	Below
2024/25 (final)	38%	72%	Below
2023/24 (final)	54%	72%	Below
2022/23 (final)	66%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	73%	Below
2024/25 (final)	38%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	66%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	28%	46%	Below
2024/25 (final)	14%	47%	Below
2023/24 (final)	31%	46%	Below
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25 (final)	49%	63%	Below
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	57%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	59%	Below
2024/25 (final)	37%	59%	Below
2023/24 (final)	47%	58%	Close to average
2022/23 (final)	54%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	60%	Below
2024/25 (final)	26%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	51%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	28%	68%	-40 pp
2024/25 (final)	14%	69%	-55 pp
2023/24 (final)	31%	67%	-36 pp
2022/23 (final)	38%	66%	-29 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (final)	49%	81%	-32 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	57%	78%	-22 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	78%	-32 pp
2024/25 (final)	37%	78%	-41 pp
2023/24 (final)	47%	78%	-31 pp
2022/23 (final)	54%	77%	-23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	80%	-37 pp
2024/25 (final)	26%	81%	-55 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	51%	79%	-28 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.2%	5.2%	Above
2023/24 (3 term)	7.6%	5.5%	Above
2022/23 (3 term)	7.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	24.0%	13.0%	Above
2023/24 (3 term)	24.9%	14.6%	Above
2022/23 (3 term)	26.0%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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