

# Flying Bull Primary and Nursery School

Flying Bull Lane, Buckland, Hampshire, PO2 7BJ

**Inspection dates** 26–27 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The outstanding relationships between staff and pupils and exceptionally good pastoral support strongly influence pupils’ good behaviour and positive attitudes to learning and significantly underpin pupils’ good achievement.
- Highly successful special activities for disabled pupils and those with special educational needs, pupils who speak English as an additional language and those eligible for pupil premium funding help these groups to close the achievement gap between them and their peers especially well.
- Children get a good start to their education in the Nursery and Reception, especially in mathematics where they do particularly well. Pupils’ subsequent good progress in this subject ensures that their attainment in mathematics has reached the national average by the end of Year 6.
- Pupils’ good progress in reading, especially in phonics (the sounds letters make in words), is accelerating. Their progress in writing is good.
- Pupils are well taught because staff are skilled at continually assessing their needs and levels of attainment, and adjusting activities accordingly.
- Very regular monitoring of teaching helps ensure that any weaknesses are quickly identified and addressed.
- Leaders, managers and governors use monitoring information effectively to bring about improvement, resulting in pupils’ rising levels of attainment. This, together with their strong commitment to provide the very best education for all pupils, means that the school is well placed to improve further.

### It is not yet an outstanding school because:

- Pupils’ attainment in writing is below average.
- Only a small minority of lessons promote the highly motivating and supportive learning that inspires pupils to do their very best.

## Information about this inspection

- Inspectors observed 25 lessons of which two were joint observations with senior leaders. In addition the inspection team made a number of short visits to lessons and to activities in the resourced provision for pupils with behavioural, social and emotional needs. They observed extra-curricular activities, including those for physical education and sport, heard a sample of pupils read and scrutinised a sample of pupils' written work.
- Meetings were held with groups of pupils, members of the governing body, staff, including senior and middle managers, and a representative of the local authority.
- Inspectors took account of the 18 responses to the online questionnaire (Parent View) and spoke to a small number of parents and carers bringing their children to school.
- Responses from the 40 staff questionnaires were analysed.
- The inspectors observed the school's work and scrutinised a number of documents including the school's records of current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

## Inspection team

Diane Wilkinson, Lead inspector	Additional Inspector
Alan Jones	Additional Inspector
Jennifer Venning	Additional Inspector

## Full report

### Information about this school

- Flying Bull is a larger-than-average size primary school with two classes in each year group. It also provides a Nursery class which children attend part time and a breakfast and after-school club.
- The school serves an area of social and economic need.
- The proportion of pupils with special educational needs supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is high compared to the national average.
- The school provides specially resourced provision for pupils within the local authority between the age of four and nine years who have behavioural, social and emotional needs. Currently 11 pupils are on roll out of the 12 places available.
- The proportion of pupils from minority ethnic groups, including those who speak English as an additional language, is broadly average.
- The proportion of pupils eligible for the pupil premium, which provides funding for children in local authority care, children from service families and pupils known to be eligible for free school meals, is high.
- There are far more boys than girls in some year groups.
- More pupils than expected join or leave the school between Reception and Year 6.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress.
- The headteacher and other senior staff provide support for other local schools and teacher-training institutions.

### What does the school need to do to improve further?

- Raise pupils' attainment in writing by:
  - increasing the opportunities for pupils to talk through their work or act out a situation before writing about it
  - improving the quality of pupils' handwriting and spelling so that inaccuracies do not spoil their work.
- Increase the proportion of outstanding teaching and ensure that in the majority of lessons teachers:
  - do not spend too long talking about new topics and always take full account of the range of ability of pupils in the group
  - provide highly challenging activities and maintain a good pace in lessons so that pupils can do their very best
  - and other adults do not give pupils too much advice on what they need to do or how to carry out their tasks so that pupils themselves can become skilled at working out these things for themselves.

## Inspection judgements

### The achievement of pupils is good

- The high proportion of pupils who join or leave the school between the Nursery and Year 6 makes it difficult to compare pupils' progress across year groups. However, the school's tracking data clearly indicate that in all year groups most pupils make good progress over time and that their rate of progress is accelerating.
- Children's skills are well below the levels expected, especially in communication and language, literacy and mathematics, when they join the Early Years Foundation Stage. Their subsequent progress is at least good in all areas of learning, but their attainment on entry to Year 1 is still below average. Significant weaknesses in pupils' communication, speech and language skills mean that more time has to be allocated to these before children can acquire appropriate levels in reading and writing which remain well below average by the end of Reception.
- Pupils make much better progress in mathematics. By Year 2, pupils' calculation skills are very secure and pupils in Years 3 to 6 work confidently with data and measures and increasingly so when carrying out mathematical investigations. In 2013, the proportion of pupils reaching the expected Level 4 or higher Level 5 in national assessments in Year 6 was broadly in line with the national average. Evidence from the inspection shows pupils currently in Years 5 and 6 already attaining above the level expected for their age.
- Pupils make good progress in reading. Their levels of attainment in Year 2 rose significantly in 2013 although they were still below average. However, helped by an effective programme for teaching phonics, the large majority of pupils reached the expected level in the 2013, Year 1 phonics screening check. Now in Year 2, these pupils are well on course to reach average attainment levels in reading in 2014.
- Weaknesses in older pupils' comprehension skills have inhibited their attainment in reading, which, for the past two years, has remained below average. However, as in Year 2, this is a rapidly improving picture. Pupils' reading in the current Year 6 is already at expected levels and they are well on course to achieve at least Level 4 in next year's national assessments.
- Significant improvements have been made to the quality of pupils' writing over the last two years. In 2013, by the end of Year 6, pupils were a year ahead of where they were in the previous year. Nevertheless, it has been difficult for the school to raise pupils' attainment in writing because their vocabulary skills are so poor on entry to the school. Few children use Standard English, answer questions in sentences or use the correct verb tense, and their handwriting and spelling remain weak.
- Disabled pupils and those with special educational needs make good progress and increasingly attain the levels expected for their age. Once the pupils who speak English as an additional language have acquired the language skills they need, they also do well.
- Very effective use of resources ensures that those pupils eligible for the pupil premium have closed the gap between themselves and their peers in English and are only a term behind them in mathematics by the end of Year 6. In reading in 2013, they outperformed them.
- The most-able pupils fulfil expectations, not least in writing, where some high-quality work was observed during the inspection. Many of these pupils exceed the levels expected, with the proportion of Year 6 pupils achieving Level 5 in national assessments increasing. Some pupils are well on course to reach Level 6 in 2014.

### The quality of teaching is good

- Across all year groups teaching is at least good and this ensures pupils learn well. Children in the Nursery and Reception Years benefit from well-designed activities that support good learning.
- There are excellent relationships between pupils and staff, the former easily recognising that staff want them to do well. In an excellent mathematics lesson, pupils worked together with the teacher on very challenging tasks at a brisk pace, inspiring pupils to do their very best.

- Lessons are generally well planned with group activities based on the accurate assessment of pupils' previous learning. Staff explain things well and use discussions effectively to help pupils understand new skills and concepts. However, occasionally teachers do not take sufficient account of the different needs of pupils in their classes, with new learning being either too hard or too easy for some pupils. Highly challenging activities that encouraged excellent progress were only seen in a few lessons.
- The marking of pupils' work is good and suitable reference is made to their targets. The practice of giving older pupils the opportunity of choosing a task that will help them to achieve either the level for their age or a higher one to help them exceed is having a very positive effect on pupils' progress.
- The support for pupils at risk of underachieving, in the special group, in extra classes to boost progress or by employing individual tasks especially designed to meet their needs, is helping to accelerate the progress of these pupils especially well. Well-trained teaching assistants support learning effectively, especially for pupils with significant behavioural, social and emotional needs, with these pupils increasingly joining mainstream lessons.
- In most lessons the pace of learning is good, but occasionally teachers talk for too long and adults over-direct pupils about what they should do. This limits pupils' capacity to apply their skills independently and in a range of different contexts.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour in lessons, around the school and at playtimes is consistently good. The high quality of teachers' behaviour management was observed in all classes, including when some of the younger, resourced-provision pupils found it difficult to respond to the teachers' requests. These pupils' behaviour improves exceptionally well over time. Most pupils in the special provision return to mainstream education and the rate of exclusions has decreased considerably.
- Discrimination is strongly discouraged and racial harmony promoted exceptionally well. Relationships between pupils are good and they work and play happily together. Both they and their parents and carers said that bullying is not an issue and always dealt with well by staff.
- Pupils' positive attitudes to school are used to especially good effect by staff to inspire pupils to learn. Pupils' enthusiasm for mathematics lessons, for example, has helped to raise their attainment.
- The work of the Pupil Support Worker for Attendance has been very successful in raising attendance levels over the past year, so that they now are broadly average. Nevertheless, improving the attendance of pupils who are regularly absent remains a priority for the school.
- Pupils understand the importance of staying safe, including when using the internet. Older pupils have undertaken some very thought provoking writing about cyber bullying. They fully recognise the help that adults provide to ensure they are kept safe.

### **The leadership and management are good**

- The whole staff and governing body are determined to ensure that all pupils do as well as they can. For a school where a high proportion of pupils have learning or behavioural needs, or are eligible for extra support through pupil premium funding, this is a strong foundation for continuing improvement. Examples of the success of this commitment are evident in the outstanding support provided by the breakfast club, which helps prepare pupils for the school day, and in the increasing proportion of pupils reaching the levels expected for their age, despite their well-below-average skills on entry.
- The school is good at supporting pupils at risk of underachieving because of their significant social or economic needs, and it fulfils its commitment to equality of opportunity especially well. For example, school leaders are well aware that some pupils struggle with writing and that they need more opportunities to talk or act out what they plan to write in order to improve. The good achievement of pupils who attend the resourced provision for pupils with behavioural, social and

emotional needs is also a testament to the strong leadership and management of this aspect.

- Very regular, rigorous and comprehensive systems for checking the school's work, especially teaching quality, inform good improvement planning which is continually adjusted to ensure that weaknesses are quickly identified and addressed.
- The headteacher and deputy headteachers are good at supporting and challenging staff and encouraging middle leaders to play an effective role in bringing about improvement. The English and mathematics teams in particular have contributed significantly to raising the quality of teaching and pupils' achievement in these subjects over the past two years.
- The curriculum meets pupils' needs and interests well, commits them to learning and challenges them to make good progress. Special programmes to support pupils at risk of underachieving and for pupils' personal, social and emotional education are especially well structured. Pupils' spiritual, moral, social and cultural development is strong and pupils develop respect for those of a different race, culture, religion or background.
- Partnerships with other schools and providers support pupils' education and welfare especially well and leaders are effective in supporting other schools and institutions. Parents and carers are very appreciative of the school although not all support their children's homework as well as they might.
- Safeguarding procedures fully meet statutory requirements. The excellent level of care provided is evident in the high-quality support for pupils on the child-protection register and in the rigorous vetting of staff.
- The local authority school improvement team and advisors have supported the school well over the last two years in its efforts to raise attainment. Although the school now needs much less support in this area it is keen to use advisors' skills to help it improve further.
- **The governance of the school:**
  - Governors support and challenge the school well. They keep themselves effectively informed about the quality of education and pupils' progress through their first-hand monitoring and through involvement in self-evaluation and improvement planning. New governors are well trained to help them carry out their roles effectively. The strong determination to achieve value for money is clearly evident in the use of pupil premium funding to provide extra staffing and resources that ensure these pupils now achieve at least as well as their peers. Governors' monitoring of teaching quality and data on pupils' achievement significantly support good performance management strategies. Governors are very well placed to award salary increases only for good performance. A careful audit of physical education and sports provision has helped staff and governors to target gymnastics and dance where teachers are less confident. However, there has been insufficient time to judge the impact of this initiative on pupils' health and physical well-being.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131210
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	426681

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gynette Parke-Southard
<b>Headteacher</b>	Deamonn Hewett-Dale
<b>Date of previous school inspection</b>	4–5 July 2011
<b>Telephone number</b>	02392 694313
<b>Fax number</b>	02392 650289
<b>Email address</b>	head@flyingbull-prim.portsmouth.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

