

# Flying Bull Primary School

## Inspection report

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<b>Unique Reference Number</b>	131210
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	315752
<b>Inspection dates</b>	19–20 May 2008
<b>Reporting inspector</b>	Mary Summers

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

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<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 on roll</b>	
School	347
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Bennett
<b>Headteacher</b>	Mr D Hewett-Dale
<b>Date of previous school inspection</b>	15 March 2004
<b>School address</b>	Flying Bull Lane Buckland Hampshire PO2 7BJ
<b>Telephone number</b>	02392 694313
<b>Fax number</b>	02392 650289

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school serves pupils from the immediate locality. More than a third of pupils are entitled to free school meals. Most pupils come from White British backgrounds. There are a small but significant number of Bangladeshi pupils. The number of pupils who speak English as an additional language is broadly average.

More than a third of the pupils in the school have learning difficulties and/or disabilities. This is higher than in most schools. Most of these pupils have moderate learning or behaviour, emotional and social difficulties. The local authority provides additional funding for some of these pupils, who come from areas outside the school's catchment. A high number of pupils transfer in or out mid-way through the school year. The school is part of a learning network involving seven other local primary schools. It also is a member of the Heart of Portsmouth Community Improvement Partnership, working with schools and external agencies, such as Social Care and the Police.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Flying Bull Primary provides a good education for its pupils. Significant improvements have occurred since the last inspection because of the sensitive and effective leadership of the headteacher and the very good support of senior staff. Far more pupils now reach nationally expected levels in the national tests than they did five years ago. The headteacher has created a strong team who put children at the centre of everything they do. As one parent said, 'The school has every child's interest at heart and deals with any problems promptly and fairly.'

The majority of pupils attend regularly and enjoy the satisfactory curriculum that the school offers. They know how to keep safe and healthy. They take an active role in the community through their work with the police, learning about the responsibilities of being a good citizen. This prepares them appropriately for the future. However, there are a small number of pupils whose poor attendance and punctuality hinders their learning and who do not have secure enough skills to help them succeed in their future education.

Children start in the nursery at levels that are often significantly lower than those expected for their age. Many pupils join the school later, having transferred in because of the school's good reputation for supporting pupils with behaviour and emotional difficulties. Standards have risen steadily over recent years. All the pupils make good progress and, at the end of Year 6, standards are broadly average in English although a little below average in mathematics and science. Achievement is good. Senior managers regularly check pupils' progress so they can quickly identify underachievement. Support programmes are then implemented to help pupils move on at a faster pace.

Teachers plan lessons well and manage pupils' behaviour very effectively. This leads to a calm atmosphere in classrooms where pupils can concentrate on their work. Pupils are well motivated and keen to do their best. Target setting and marking are good in English and provide pupils with clear pointers about how to improve their work. This is not always the case in mathematics and science.

Pastoral care is outstanding. Strong relationships with parents ensure a consistent approach to children's education and welfare. Parents really value the school's work with their children. One parent echoed the views of many when she wrote, 'The staff here are tolerant, patient and compassionate as well as being firm but fair.'

Senior leaders monitor the school's performance well so they know exactly where weaknesses lie. The impact of their work is clear in pupils' good academic achievement and personal development. The school shows a good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make a good start to their education in the Foundation Stage. Adults encourage children's creativity and curiosity successfully through a good range of well-organised activities. Teachers keep careful track of children's progress and adjust planning if necessary to improve learning. The new strategy to learn sounds and letters for example, is making a significant difference to children's achievement in literacy. The school has improved the outdoor provision since the last inspection. However, not enough use is made of this area as an extension to class activities to make learning exciting and relevant. Good target setting procedures in the Nursery

and Reception classes help parents and staff to work together very effectively for the children's benefit.

### **What the school should do to improve further**

- Extend the good target setting and marking procedures already established in English, to mathematics and science.
- Improve attendance and punctuality.

## **Achievement and standards**

### **Grade: 2**

By the time children transfer from Reception to Year 1, many have achieved the goals set nationally for their learning, and a few exceed them. Pupils continue their good progress throughout Years 1 and 2. The school has successfully addressed the dip in national test results for Year 2 pupils in 2007 and standards look likely to rise to broadly average levels. Progress in Years 3 to six is good. A higher than average number of pupils start or leave the school during this period and the school works successfully to help them settle in quickly and make good progress. Standards in the national tests reached by Year 6 pupils are broadly average in English where the school has recently focused its work. Standards in mathematics and science are slightly below average although standards for the current pupils in Year 6 are better. All pupils achieve well, including those with behaviour problems, moderate learning difficulties and those for whom English is an additional language.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils feel secure and valued. They behave well in class. In the playground, behaviour can be boisterous but pupils pay good attention to safety, realising the effect of their actions upon others. Pupils make a good contribution to both the school and the wider community through initiatives such as the Crime Reduction Environment Week. They know the importance of maintaining a healthy lifestyle although some older pupils still choose unhealthy options at lunchtimes. The majority of pupils attend school regularly and punctually and enjoy all that the school offers. They are prepared well for the future. However, a small number of pupils attend school erratically, or arrive late and miss important parts of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers enjoy good relationships with pupils and this makes for a pleasant learning atmosphere in classrooms. Pupils feel secure and ready to take the next steps in their learning. Teachers manage pupils' behaviour carefully, ensuring they understand the boundaries and expectations. At the beginning of most lessons, teachers make sure that pupils know what they have to do to succeed. This increases pupils' motivation and involvement in their learning. Occasionally, teachers spend too much time talking and pupils spend too much time listening instead of doing things for themselves. This affects their attention and progress. Often, teachers pose searching questions that really challenge pupils to explain their answers. For example in a good

Year 5/6 mathematics lesson, the teacher asked the pupils to explain the properties of different two-dimensional shapes. The teacher was able to assess their understanding accurately and set suitably challenging work for different pupils.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides appropriate coverage of basic skills. The introduction of a thematic approach is helping to increase the links between subjects to make learning more relevant and enjoyable. Pupils develop their computer skills appropriately in lessons in the computer suite. There are fewer opportunities however, for them to use computers in other subjects to allow them to practise and refine their skills. The school provides a satisfactory range of extra-curricular activities that are enjoyed by those pupils who attend and help to boost their activity levels. A good range of visits and visitors broaden pupils' horizons and make learning more relevant and enjoyable. The curriculum meets the needs of most pupils although provision for gifted and talented pupils is not as well organised as other areas of the curriculum.

## **Care, guidance and support**

### **Grade: 2**

The school provides outstanding levels of care for pupils. Adults know pupils and their families well, and are able to spot and address any problems quickly. Very good links with outside agencies enable staff to gain advice or obtain additional support if necessary. Child protection procedures and arrangements for safeguarding pupils are secure. The support given to pupils with behaviour difficulties is excellent. Many have been able, with support, to join mainstream classes so they can take a full part in the curriculum. Pupils with moderate learning difficulties are supported well during small group sessions although not as effectively during whole class sessions.

The school keeps a careful check on pupils' progress. Teachers are accurate in their assessments of pupils' work and this enables them to plan activities at the right levels to meet pupils' individual needs. Target setting and marking are good in English and have contributed effectively to pupils' good achievement and the rise in standards. However, they are not used consistently well enough in mathematics and science to enable pupils to achieve as well as they might.

## **Leadership and management**

### **Grade: 2**

A firm commitment towards enabling all pupils to succeed drives the work of the school. Pupils are nurtured, whatever their ability, background or previous education. The headteacher and acting deputy check performance regularly to ensure that school policies and procedures are working effectively and make clear plans to improve areas of weakness. The Foundation Stage leader, special educational needs coordinator and subject leaders for English and mathematics are carrying out their responsibilities well and have accurately highlighted areas for improvement. The roles of other subject leaders continue to develop. Governors play an important role in supporting the school and monitoring its work. They gain good information about performance from regular reports, meetings and visits. They keep a close eye on finance to ensure that funds are directed appropriately to meet pupils' needs.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

05 June 2008

Dear Pupils

Inspection of Flying Bull Primary School, Hampshire, PO2 7BJ

We really enjoyed visiting your school recently. Thank you for being so polite and friendly and telling us about what you do at school. Now it is my turn to write and tell you what we found out.

Everything we saw and heard convinced us that you go to a good school. All the adults look after you carefully so that you feel happy and secure. The younger children get a positive start in the Nursery and Reception classes. You all progress well because of the effective teaching you get in lessons. The people in charge have good ideas about what else they need to do to make things even better.

There is one more strength that I have not yet mentioned and that is YOU! We were really impressed by your good behaviour and effort in lessons. It was great to see how much you value and respond to your teachers' marking in your English books. You know your targets and are clearly working hard to achieve them. We have asked your teachers to give you more advice about how to help you improve in maths and science as well.

We were pleased to see that you know how to keep safe from bullying although you say this is rare. Many of you know how to keep fit and healthy by taking enough exercise and eating the right sorts of food although a few of you need to choose healthier options at lunchtimes. Most of you attend regularly and punctually so that you can make good progress and be well prepared for secondary school. However quite a few pupils do not attend regularly and some arrive late in the mornings, which means they miss important parts of their education.

I know you will want to play your part in helping the school to improve by continuing to behave well and work hard. I wish you every success in the future. It was a pleasure to meet you.

Yours sincerely

Mary Summers

Lead Inspector