

# William Byrd School

Victoria Lane, Harlington, Middlesex, UB3 5EW

**Inspection dates** 22–23 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistently good, especially in Key Stage 2. Work is not always well matched to pupils' abilities and is not always hard enough for more-able pupils. This results in some learners making slower progress than others.
- Teachers in Key Stage 2 do not always use probing questions to extend pupils' understanding or to check learning, and the quality of support given by teaching assistants is variable.
- While pupils' books are marked regularly, there are inconsistencies in the feedback given and there are too few opportunities for pupils to respond.
- Pupils in Key Stage 2 make uneven progress in reading and writing. Their skills in the understanding of complex text, use of punctuation, and in writing interesting and accurate sentences are variable.
- Middle leaders' monitoring of teaching and pupils' achievement is inconsistent and therefore they are sometimes slow to take action to address inconsistent progress.
- Leaders' self-evaluation is sometimes over-generous. This is because they have not ensured that assessment information in Key Stage 2 is always accurate
- The governing body is too accepting of the school's view of itself and does not always make rigorous checks on the school's work.

### The school has the following strengths

- Children make good progress in the Nursery and Reception Classes because of good teaching.
- This good progress continues into Key Stage 1 where teaching is also good.
- Pupils in Key Stage 2 make good progress in mathematics.
- Pupils behave well towards their peers and adults. They attend school regularly.
- Pupils are well cared for within this warm and friendly school.
- Senior leaders have had an appropriate impact on achievement and teaching, especially in the Early Years Foundation Stage and Key Stage 1, leading to a suitable pace of improvement.

## Information about this inspection

- The inspection team observed 22 lessons, of which three were joint observations with members of the senior leadership team.
- Meetings were held with the ex-local authority’s School Improvement Partner and two members of the governing body. There were also discussions with pupils and staff.
- Inspectors considered parents’ and carers’ views of the school through informal discussions and the 16 responses to the online questionnaire (Parent View).
- The team examined a number of documents, including the school’s own data on pupils’ current progress, planning and monitoring documentation. They looked at attendance figures, pupils’ work, behaviour records and the school’s development plan.

## Inspection team

Janice Williams, Lead inspector	Additional inspector
Paula Craigie	Additional inspector
David Westall	Additional inspector

## Full report

### Information about this school

- The school is a larger than the average size primary school.
- There is a large Early Years Foundation Stage, with two Nursery and three Reception classes. The Nursery, Reception and Year 1 classes are in a new block separate from the other parts of the school.
- The proportion of pupils known to be eligible for extra support through funding known as the pupil premium is above the national average.
- The percentage of pupils from minority ethnic heritage is well above the national average..
- The percentage of pupils who speak English as an additional language is above the national average.
- The proportion of pupils supported by school action is below the national average and the proportion at school action plus, and with a statement of special educational needs, is also above the national average.
- There is no alternative provision.
- In 2011, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. Information about 2012 results is not currently available.

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

- Improve the quality of teaching and learning in Key Stage 2 by:
  - ensuring that teachers make better use of assessment information in planning so that tasks are matched to pupils' abilities and make more-able pupils think hard.
  - making certain that teaching assistants are always used well to support pupils' learning
  - using questions more effectively to challenge and probe pupils' understanding
  - making certain that pupils always know how to improve their work and have time to respond to teachers' marking.
- Accelerate pupils' progress in reading and writing by:
  - improving pupils' skills in using a range of punctuation
  - creating opportunities for pupils to write more interesting sentences
  - developing pupils' speaking skills more effectively so that pupils can express themselves clearly when they speak and in their writing
  - providing more opportunities to write at length in a range of subjects
  - encouraging pupils to appreciate the way authors use different techniques so that pupils are better able to understand the implications and depth of meaning in text
  - providing more-effective guidance for pupils during guided reading sessions
- Improve leadership and management at all levels by:
  - developing the role of middle leaders, including subject leaders, so that they play a more significant role in checking the school's work and in developing strategies that will accelerate improvement, particularly in English
  - ensuring that assessment information is always accurate, especially that relating to pupils' reading and writing in Key Stage 2, and is used to regularly evaluate achievement
  - developing the monitoring and evaluation roles of governors so that they are better able to hold leaders to account for pupils making good progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because, in Key Stage 2, pupils make inconsistent progress in English.
- Children enter the Nursery with knowledge and skills that are well below expectations for their age, especially in personal, social and emotional development and communication and language skills. As a result of effective teaching and very good resources, children make good progress across all areas of learning.
- In Reception, children continue to make good progress because of effective teaching and good support from teaching assistants. Despite children's good achievement in the Early Years Foundation Stage, their skills are still below the national average when they join in Year 1.
- By the end of Key Stage 1, most pupils' attainment is similar to the national average in reading and mathematics. This represents good progress given their low starting points.
- Pupils make good progress in mathematics in Key Stage 2 but their progress in English is uneven. Consequently, some pupils' reading and writing skills are below the national average.
- Progress in writing is not as good as it could be because there is very little guidance from teachers to help pupils improve their written pieces. Additionally, there are too few opportunities for pupils to use a range of punctuation to create more-interesting sentences. They are not given enough opportunities to develop their speech and this slows their progress in writing.
- Pupils in Key Stage 2 do not make good progress in reading because they are not given enough opportunities to explore the reasons for the variation in the organisation and layout of different texts or why authors use certain features in their writing.
- Most pupils who are eligible for the pupil premium funding make expected progress in reading, writing and mathematics. The improvement in the quality of resources and support has resulted in pupils who are supported by the pupil premium making better progress than their peers in some classes.
- Pupils who speak English as an additional language, and disabled pupils and those with special educational needs, make similar progress to other pupils in English and mathematics because of various support programmes that develop their literacy and numeracy skills. Their progress is not good because teaching assistants are not always used effectively to support their learning in Key Stage 2.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because there is not enough good teaching in Key Stage 2, particularly in English lessons. There is better teaching in Nursery, Reception and Key Stage 1. In addition, teaching assistants are used more effectively in the lower years to ensure that children and pupils make good progress.
- In Nursery, Reception and Year 1, tasks are matched according to pupils' different abilities and many different resources are used to stimulate interest and enjoyment. In Nursery and Reception classes, teachers give clear explanations; there are small group activities and many opportunities for children to develop independence. Teachers and teaching assistants use questions effectively to check children's understanding and develop their confidence.
- In Year 2, a range of subjects are used well to teach reading and writing, and pupils are continuously reminded to use full stops, capital letters and time connectives accurately.
- Pupils make slower progress in Key Stage 2 lessons, especially in English, because they all do similar tasks. Questioning is not used well in these lessons to probe and extend thinking and to check understanding.
- In guided reading lessons in Key Stage 2, pupils only make adequate progress because there is very little guidance from the teacher to help pupils improve their work. Older pupils practise writing but they are held back because there are very few opportunities for pupils to discuss

tasks before they write.

- Pupils' books are marked regularly. However, in the upper parts of the school, there are inconsistencies in the quality of feedback given to pupils and there are too few opportunities for them to check their own learning or respond to the teacher's written feedback.

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

- Pupils' behaviour in lessons and around the school is good. In lessons that are engaging and stimulating, pupils ask questions that extend their own learning, and in other lessons, pupils work well in groups contributing to discussions.
- The school is very inclusive and all pupils are caring and sociable towards each other and adults. Pupils say they feel safe during playtimes and enjoy coming to school because of fun breaks, golden time and a variety of clubs. They describe their peers as 'friendly' and say that their teachers support them well. They also like coming to school because teachers give them 'something to do each day'. Consequently, their attendance is above the national average.
- Pupils are involved in many charitable events in the school. They send presents or articles to various charities. The most recent charitable event developed pupils' knowledge of other cultures. Pupils generously collected shoe boxes and filled these with Christmas presents to send to Swaziland.
- Pupils are well behaved in assemblies. They proudly display their award certificates for the other pupils to see. Pupils confidently explain why they receive the award and eagerly describe the work that they do in lessons.
- All pupils know the school rules and the rewards or punishment for breaking these rules. They all like the headteacher's award, stickers, certificate for good behaviour, and smiley face chart. Pupils value the headteacher's cup and describe it as being really 'special'. As a result, they are motivated to behave well and there are no issues of bullying.
- Pupils know how to keep themselves safe at school and outside of school. They confidently describe safe and unsafe situations. A few pupils in Key Stage 1 are not aware of internet safety or how to keep themselves safe when using the internet.

### **The leadership and management require improvement**

- Senior leaders have ensured that pupils make good progress in the Early Years Foundation Stage and Key Stage 1. However, leadership and management require improvement because there is more to do to ensure that pupils make good progress in English in Key Stage 2.
- Leaders' attention has been focused on the building project. This has resulted in leaders not being rigorous enough in their analysis of information on pupils' progress.
- Leaders have not done enough to make certain that the information they hold on pupils' progress is accurate. This has resulted in wide gaps between test results and assessments made by teachers and inaccuracies in the school's view of itself. Additionally, leaders have been relatively slow to take effective action when progress has been inconsistent, especially in English.
- Middle leaders in the Early Years Foundation Stage and Key Stage 1 track and monitor pupils' progress thoroughly. Middle leaders have not been as effective in Key Stage 2, for example they have not developed sufficiently robust strategies to tackle inconsistent progress in English.
- Senior leaders hold teachers to account for pupils making at least expected progress. Performance management targets are achievable and are followed up by the school. However, targets for teachers with responsibilities do not always relate to pupils making good progress.
- In the past, leaders have worked closely with the local authority to regularly monitor the quality of teaching, but the advice given has been variable in quality and has led to leaders being over-generous in their evaluation of the school. The school has not done enough to work with external consultants to check the accuracy of its assessments.
- Leaders ensure that pupil premium funding is used effectively and they continuously check the

usefulness of the support programmes. They have used the additional funding to provide literacy and numeracy support, support for families whose circumstances make them vulnerable and small group support for pupils. As a result, pupils who are supported by the pupil premium make similar progress to their peers.

- The curriculum has a strong emphasis on pupils' personal development and this is reflected in pupils' positive attitudes. There are some exciting activities that link to different subjects. There are not enough opportunities for pupils in Key Stage 2 to practise writing in a variety of subjects.
- There are many cultural events that are celebrated in the school. As a result, pupils are accepting of different cultures and there is a high level of respect that is shown to adults and peers. This demonstrates the school's commitment to promoting equal opportunities and the way it challenges prejudice.

■ **The governance of the school:**

- The governing body is supportive of the school, but has relied on leaders' evaluation of the school which is not entirely accurate. It is aware of teachers' performance management targets and holds senior leaders to account for pupils making at least expected progress. The governors have been involved in exploring new ways of working which they believe will provide more effective mentoring and training for teachers. However, further training is needed to enable governors to make more rigorous checks on the school's work and compare it to how other schools are performing nationally. Governors continuously evaluate the effective use of the pupil premium funding. They are aware of the many support programmes that are offered through the funding and have ensured that pupil premium pupils make expected or better progress than their peers. Governors ensure that all safeguarding requirements are fully met.

## 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>	102401
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	400545

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>	553
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Frank
<b>Headteacher</b>	Peter Brandreth
<b>Date of previous school inspection</b>	17–18 March 2010
<b>Telephone number</b>	01895 671990
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