

William Byrd School

Victoria Lane, Harlington, Middlesex, UB3 5EW

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
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

- Pupils do not develop their writing skills quickly enough.
- Some of the most able pupils are not challenged enough in the tasks they are set. Consequently, they do not always reach their full potential by the end of Year 6.
- Pupils who are supported through additional government funding do not make progress fast enough to enable them to close the attainment gap with their peers.
- Teaching is not consistently good. Teachers do not always have high enough expectations of what pupils can achieve.
- Teachers do not use the information about pupils' attainment well enough to plan work which fills the gaps in their knowledge and learning at an early stage.
- Marking does not consistently explain to pupils what they need to do to improve their work.
- Staff are not always clear about the school's expectations and the most important priorities for improvement. This has slowed improvement.
- The checking of the quality of teaching and its impact on pupils' learning has not been rigorous enough. As a result, teachers have not always been given the guidance they need to make teaching consistently good.

The school has the following strengths

- Pupils are making significantly faster progress than at the time of the previous inspection. Achievement in mathematics by the end of Year 6 is good.
- The recently introduced system to track progress is giving teachers a much clearer view of pupils' achievement.
- Pupils feel safe in school, behave well and try hard in lessons.
- Pupils who speak English as an additional language make good progress.
- The new governing body has a good understanding of the school's performance and is holding leaders effectively to account for improvements.

Information about this inspection

- Inspectors observed teaching and learning in parts of 25 lessons, including seven observed jointly with the deputy headteachers. In addition, an inspector undertook a learning walk with a deputy headteacher.
- Inspectors looked at pupils' work, listened to pupils read and checked the school's records on attendance.
- Discussions were held with senior leaders, staff and pupils, as well as with representatives of the governing body and from the local authority and those providing external support.
- Inspectors took account of 14 responses to the online questionnaire, Parent View. They spoke with a sample of parents in the playground at the beginning of the school day.
- Inspectors considered the 30 questionnaire responses from staff.
- Inspectors scrutinised a range of documentation, including information about the progress of groups of pupils, the school's self-evaluation, development plans, safeguarding information and records relating to the management of teachers' performance.

Inspection team

Helen Hutchings, Lead inspector	Additional Inspector
Lesley Leak	Additional Inspector
Alistair McMeckan	Additional Inspector

Full report

Information about this school

- William Byrd School is larger than most primary schools. The school's roll has risen significantly since the previous inspection as part of a planned expansion agreed with the local authority.
- Most pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is high.
- The proportion of pupils eligible for support through the pupil premium is average. This is additional government funding for pupils eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement of special educational needs is above average. The proportion supported at school action is below average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school is a member of the Victoria Co-operative Learning Trust, in partnership with Uxbridge College and Roehampton University as part of a network to share best practice.
- Since the previous inspection, many staff are new to the school. There have been significant changes at senior and middle management leadership level over the last year, including two deputy headteachers.
- Many governors have been recruited recently, with the Chair of the Governing Body taking up his role earlier in the year.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, by making sure that:
 - teachers raise their expectations of the quality and quantity of work pupils can achieve in the time given them to complete their tasks
 - teachers use the information about pupils' attainment to identify the gaps in pupils' learning and set tasks which will take their learning forward quickly
 - the marking of pupils' work in all subjects identifies the key points to be improved
 - pupils are given opportunities to act on the guidance given to them to improve their work.
- Raise pupils' achievement, particularly in writing, by:
 - giving pupils more opportunities to practise their writing skills in other subjects
 - ensuring that any errors in their grammar and spelling are corrected when they occur
 - pupils supported by additional funding are given the help they need to catch up with their peers
 - making sure that the most able pupils are given appropriately demanding work.
- Improve the impact of leadership and management, by:
 - ensuring the priorities within the school's improvement plan are concise and easy for all staff to access, so that they understand their role in contributing to school improvement
 - implementing the planned schedule for monitoring the quality of teaching
 - giving teachers clear guidance about how to improve their practice.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress is not consistently good across the school, especially in writing. The school's records indicate that progress has accelerated since the last inspection and is sometimes good. Nevertheless, achievement across year groups and subjects is inconsistent, although there is none that is inadequate.
- Pupils' books show that their written work is not of a consistently good standard. For example, writing in other subjects is not always of the same quality as in literacy tasks.
- In 2013, the gap between the performance of those eligible for support through additional funding and others was narrower at the end of Year 6 than that found nationally. It was less than a quarter of a level compared to over a third nationally in reading, writing and mathematics. This year there is a wider gap between the groups, and the pattern across the school is variable. While gaps begin to close by the end of Year 6, pupils eligible for support do not make good enough progress in all year groups. Consequently, gaps in performance are not closing quickly enough.
- Overall, pupils are making significantly faster progress than when the school was inspected previously. Nevertheless, the most able pupils, who had reached higher levels in the Key Stage 1 assessments, do not always make as much progress as their peers. Although they are given harder work, this is not always challenging enough to take their learning forward quickly.
- The school's assessments indicate that children join the school in the Nursery and Reception classes with skills that are well below those typical for their age. They settle quickly to school routines and develop an enjoyment of learning which prepares them well for later learning. By the time they start Year 1, many pupils still have weaknesses in their communication, language and number skills. Many have developed their personal and social skills well. This year, more children are exceeding the expectations for their age than previously, showing how progress is improving.
- Since the previous inspection, the school has successfully improved pupils' early reading skills. This is shown in a steady narrowing of the gap between school and national outcomes in the Year 1 phonics screening check.
- As a result of a whole school focus, pupils' progress and achievement in reading and mathematics have improved well, and faster than in writing. By the end of Key Stage 2, pupils' attainment in reading and mathematics is broadly in line with national averages, although writing is below average. In mathematics, pupils have made good progress over the last three years.
- Disabled pupils and those who have special educational needs make similar progress to their peers. They have made accelerated progress in reading and mathematics but lag behind a little in writing.
- Pupils who speak English as an additional language generally achieve more highly than those whose first language is English. Last year, on average, they achieved a quarter of a grade higher across reading, writing and mathematics than their peers. Pupils who do not speak English when they join the school are given good levels of support to gain the English language skills they need to be fully included in lessons and make progress in other subjects.

The quality of teaching

requires improvement

- Teaching requires improvement because there is not enough good teaching to ensure that all groups of pupils make good or better progress, particularly in writing.
- Teachers do not always have high enough expectations of what pupils can achieve. Sometimes pupils are capable of taking on greater challenges. This applies particularly to the most able pupils who do not have enough opportunities to use their thinking and research skills.
- Teachers do not use the information they have from pupils' assessments well enough to identify

the gaps in pupils' learning and skills. Consequently, they do not always plan precisely enough for the systematic development of pupils' knowledge and understanding. Recent changes, such as the introduction of tracking sheets for pupils to chart their progress, are helping to address this situation. However, these are not completed consistently by all teachers, so not enough pupils have a strong awareness of the next steps they need to take in their learning.

- The teaching of reading and mathematics is more effective than the teaching of writing. Teachers do not have high enough expectations of the quality of pupils' writing and do not give pupils enough opportunities to improve their writing by practising it in other subjects.
- Teachers work hard to make learning interesting, which helps pupils to have good attitudes to school. For example, Year 3 pupils built well on earlier learning when they tested out a computer game as preparation for writing a report on the quality and interest of the game. This required pupils to analyse and make notes for themselves on the features of the game, and provided a good level of challenge.
- Marking has improved quickly following a recent external review of teaching and learning. It is now regular and usually identifies ways in which pupils can improve. Occasionally, errors in spelling and grammar are not identified which slow the improvement in pupils' writing skills. Some good practice is emerging where pupils are acting well on the advice given by teachers in marked work, but this is not consistently implemented in all classes.
- Teaching assistants support the learning of groups well. They encourage pupils to think things through for themselves.
- Where pupils make better progress, for example in lessons where pupils write for a specific purpose or apply their punctuation and grammar skills, learning is planned and structured carefully. Teachers use a range of strategies effectively to help pupils generate their own ideas and to promote speaking and listening skills. Learning was observed to be highly effective in a lesson where Year 1 pupils counted and doubled numbers using counters and whiteboards to illustrate their findings.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils have positive attitudes to their learning. When required to work on their own, they try hard and sustain good levels of concentration. Behaviour is not yet outstanding because sometimes they do not work quickly enough to make better progress. This can be because the teacher does not have high enough expectations of what they can achieve.
- Adults promote a positive atmosphere across the school, so that the school is a calm and orderly place and relationships are respectful and strong. Consequently, pupils socialise and learn together well. In lessons, they work effectively together in pairs and small groups to share ideas and extend their understanding. Around the school and in the playground, they behave considerately towards one another, reflecting the harmonious school community.
- Pupils enjoy greatly taking on roles of responsibility such as playground buddies, library monitors or members of the school council. They carry out their responsibilities enthusiastically and maturely. They develop leadership skills and an understanding of the needs of others in activities such as fundraising for Children in Need or running a book club.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe. Incidents of bullying are rare. Pupils say adults deal swiftly with any inconsiderate behaviour.
- They are aware of how to deal with the dangers they may face in their lives, including those connected with the internet, mobile phones and cyber bullying. They understand other forms of bullying such as name calling or racial harassment and what to do should they occur.
- Pupils are happy to come to school and attendance is in line with national averages. The school has successfully reduced the number of pupils who are persistently absent over the last two years because of the good quality support given to those families who require it.

The leadership and management requires improvement

- Leadership and management require improvement because the action taken by the school has not yet had enough impact on securing consistently good progress for all pupils. This is because some staff changes, including those at senior and middle management level, slowed the school's rate of progress in addressing the issues of the previous inspection.
- However, a new leadership structure to meet the needs of a larger school has now been put in place. This structure is supporting the headteacher well in giving a much more robust emphasis to school development. Two deputy headteachers, appointed to strengthen the leadership team, are having a positive impact. Although some of the approaches introduced are still too new to have had a great effect, there are clear signs of improvement.
- Recent external reviews challenged the school's evaluation of its effectiveness. As a result, leaders moved quickly to introduce stronger systems to monitor pupils' progress. This information is now being analysed in a way which gives teachers much more useful information about variations in pupils' achievements. Teachers are rapidly growing in confidence to make better use of the information in their planning to make sure that pupils are given work to match their different abilities.
- Staff work together as a cohesive and supportive team, and are keen to improve outcomes for pupils. Leaders have identified the correct areas for improvement, but these are contained within a number of different action plans. Consequently, they are not easy for staff to access. Some are not fully aware of the school's most important priorities for improvement and their roles in making these happen.
- In the past, lesson observations by senior leaders have not always identified exactly how teaching could be improved. Leaders have not always followed up initiatives to check that the school's expectations are consistently met. The deputy headteachers now take responsibility for leading the development of teaching and learning. They have a good understanding of its quality and where improvements need to be made. They have set up a robust schedule for the next academic year to monitor teaching more rigorously to ensure it has a greater impact on pupils' learning.
- The school's curriculum is focused strongly on raising literacy and numeracy standards and contributes well to pupils' spiritual, moral, social and cultural development. Pupils' experiences are enhanced well by a range of visits and trips, including residential opportunities. Planning is securely in place to ensure breadth and balance in the new curriculum for the next academic year.
- The school has used additional government funding to promote equality of opportunity by helping pupils to join in all school activities. Although there is a narrower gap between groups of pupils and their peers than nationally, there are some inconsistencies across the school. The primary sport funding has effectively enhanced opportunities for physical activity through the provision of good quality playground equipment. It is strongly promoting healthy lifestyles and pupils' well-being.
- The local authority has an accurate understanding of the school's strengths and weaknesses. Following the previous inspection, support was given for the development of literacy and numeracy. Over the last year, the local authority has provided training for the governing body. This has considerably enhanced its understanding of the role it plays in the life of the school.
- **The governance of the school:**
 - The newly appointed Chair of the Governing Body has taken prompt action to ensure that the governing body has a range of skills and experience to make governance more effective. The governing body has reviewed its work well and undertaken appropriate training. As a result, governors visit the school regularly, are knowledgeable about its strengths and weaknesses, and know how its performance compares to schools nationally. They are now rigorous in holding senior leaders to account for pupils' achievements. Governors understand the staff performance management system and are ensuring that only good performance is rewarded. Governors have recently introduced new systems to plan for and monitor the effectiveness of the activities supported by additional government funding. They ensure that statutory

requirements are met including those relating to safeguarding.

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

Unique reference number	102401
Local authority	Hillingdon
Inspection number	442138

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	599
Appropriate authority	The governing body
Chair	Gurnam Bhuller
Headteacher	Peter Brandreth
Date of previous school inspection	22–23 November 2013
Telephone number	01895 671990
Fax number	020 8754 8058
Email address	office@williambyrd.hillingdon.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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 and 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

