

William Byrd School

Victoria Lane, Harlington, Middlesex UB3 5EW

Inspection dates

19–20 May 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Good
Outcomes for pupils	Inadequate
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Too many pupils in Years 1 to 6 still do not make fast enough progress from their starting points in reading, writing and mathematics.
- Rates of progress in the wider curriculum, such as science and history, are also too low.
- Leaders at all levels are too generous in judging how well their school is performing because their evidence is not based strongly enough on pupils' progress.
- Pupil assessment information is not always accurate or well understood by some leaders and staff. Too much teaching lacks challenge and ambition, particularly for the most able pupils. Gaps between boys and girls are only closing slowly.
- Teachers do not check clearly enough what pupils know and can do already, so their support and challenge for pupils in lessons is weak.
- Most teachers do not ask questions that promote deeper thinking or allow sufficient exploration of the ideas being learned.
- Teachers' feedback to pupils is not usually clear and precise enough to help them to improve their work. This is partly because many staff do not have strong enough subject knowledge.
- Sometimes pupils are over-guided by teachers and therefore are not able to add their own detail or pace to learning.

The school has the following strengths

- The recently appointed headteacher has managed significant changes in leadership and staff and improved systems such as those for assessment and performance management.
- Governors have worked with strong persistence and ambition to challenge weak leadership, increasing accountability to improve the school.
- Children make good progress in the early years foundation stage because the school has provided
- Pupils who have special educational needs or disability mostly make good progress. Gaps between disadvantaged and other pupils are closing.
- Pupils feel safe in this welcoming and friendly school. They behave well. When given the opportunity they rise to challenges and demonstrate a thoughtful diligence in their approach to learning.

additional support for them.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils in Years 1 to 6 make good or better progress by:
 - making sure that all teachers give pupils opportunities to learn from more-demanding lesson activities and allow most-able pupils to move on to difficult learning much sooner
 - helping pupils to improve their work more quickly by making sure that teachers' feedback is precise, clear and easy to use
 - using questioning to check how well pupils understand what they are learning, make them think deeply and provide opportunities to discuss important ideas
 - using assessment to adjust teaching within and between lessons so that learning builds on secure earlier understanding, and pupils receive the support and challenge they need
 - providing pupils with more opportunities to make decisions in lessons about their learning so that they can work at different paces, move between activities as soon as they feel ready and develop their work further according to their interests and strengths.

- Improve leadership and management so that all pupils learn well by:
 - judging the quality of learning in lessons with a stronger focus on pupils' progress so that leaders at all levels better understand how well their actions are improving the school
 - strengthening the accuracy of assessment to help teachers better target the needs of particular groups of pupils, such as boys and the most able
 - improving teachers' subject knowledge across the curriculum, particularly in English and mathematics, so that they can be more ambitious about what they expect pupils to understand and be able to do
 - strengthening learning, particularly in the wider curriculum, to the best standards seen in the school.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders have not been able to improve this school sufficiently since the previous inspection. The recently established senior leadership team, led by the headteacher, has worked hard, challenged weaker teaching and leadership, and secured the confidence of teachers. Inspectors agree with the many parents who say that improvements are now taking place. However, these improvements are not enough, because from Year 1 to Year 6 progress is variable and most pupils still do not make good enough progress.
- Staff confidence has improved after the recent changes in school leadership and staffing, and aspirations for pupils are high. Still, the impact of the regular professional development that leaders provide has been uneven. Children's learning has improved significantly in the early years foundation stage where most children make good progress. The quality of teaching in the rest of the school is not having sufficient impact and this is hindering the progress of many pupils. Middle leaders have clearer roles and responsibilities but are still not having enough impact on pupils' progress from Years 1 to 6. Some of their judgements about pupils' progress are too generous.
- Leaders carry out weekly checks on the quality of teaching and its impact upon learning. This has made all staff more accountable for how well they improve pupils' learning. However, leaders are generous in their judgements because they have focused more on how well teachers organise and plan their lessons, rather than on what pupils are able to understand and do better. Although staff across the school work hard, they do not demonstrate high enough ambition for pupils. Leaders are aware that this is particularly true for most-able pupils and for subjects in the wider curriculum, such as science and history. The headteacher recognises that there is more to do and is determined to bring about further improvements.
- The curriculum is broad and balanced. Pupils enjoy coming to school and find what they learn about to be interesting. School plans show that leaders have guided staff about what is to be taught and how to link ideas together across the curriculum. They have not yet checked how well this is happening. The wider curriculum is less developed and does not give enough opportunity for pupils to use their English and mathematical skills to understand more about ourselves, others and the world we live in. The school provides a range of extra-curricular activities ranging from sports to study clubs. Most pupils enjoy these, and they support pupils' personal development well.
- External support that the school has received, including from the local authority, has had limited impact on improvements.
- Leaders are committed to providing an equal opportunity for all. However, this is undermined because most-able pupils, in particular, are not enabled to learn to their best capabilities. Also, although gaps are closing between disadvantaged and other pupils, boys are only slowly catching up with girls.
- Additional funding received by the school to encourage development in sport provides for numerous clubs that pupils can join and for supporting pupils' individual interests so that they can excel in their chosen sports. There are increased opportunities to prepare for and take part in competitions. The school has prioritised the need to increase participation further for next year.
- The school's citizenship programme prepares pupils well for life in modern Britain. Pupils learn that this country runs through democratic institutions. They have the opportunity to vote for the posts of head boy and head girl, and to discuss different ideas about issues such as climate change.
- Spiritual, moral, social and cultural education helps pupils understand the multicultural and multifaith community of which they are members, both nationally and globally. Pupils understand that there are similarities and differences in lifestyles because we have choices about how we want to live. The school is a friendly, calm and harmonious community.
- **The governance of the school**
 - The governors demonstrate ambition, determination and a focused commitment to success. They have challenged weak leadership within the school and limited external support where there was insufficient impact. They have gained regular independent advice about how well the school is performing to help maintain their high expectations. They visit the school regularly and hold school leaders accountable for how well the school is performing.
 - Since the recent changes in leadership, governors have strengthened performance management by linking any salary changes to what impact has been made on pupils' learning.
 - Governors recognise that they have helped improve other systems too, such as those for assessment and professional development, but realise that these have yet to show their full effect on how well pupils are learning.

- Governors have ensured that pupil premium funding is used effectively. As a result, gaps between pupils requiring this additional support and other pupils nationally are closing.
- The arrangements for safeguarding are effective. Inspection evidence supports the school's own checks as being rigorous and detailed. Parents, pupils and staff agree that the school is a safe place to learn. Any pupils at risk of harm or requiring any other additional support receive it promptly.

Quality of teaching, learning and assessment is inadequate

- Although lessons are organised well, teaching across Years 1 to 6 is mostly not challenging enough. This is because teachers do not thoroughly check what pupils know and can do already so that they can help pupils take their learning further. Teaching is usually not adjusted to make sure that pupils receive additional support or challenge. Where teaching is adjusted, the changes are not ambitious enough to ensure good progress.
- The school has established a tracking system to make sure that teachers understand what pupils have learned and are ready to learn next. The system is not as useful as it could be because teachers are sometimes incorrect when they tell pupils that they have completed a task successfully. As a result, the assessment information the school uses to track progress does not always accurately match the quality of work seen in pupils' books.
- Teacher feedback is not helping pupils to improve their work quickly enough, partly due to weaknesses in subject knowledge. Teacher comments do not support pupils clearly and precisely to understand strengths and weaknesses in their work. Errors and misconceptions are sometimes not corrected by teachers, and expectations about pupils' capabilities are not high enough.
- The most able pupils are motivated to learn and are exemplary in their attitudes. This group of pupils or those capable of learning more rapidly and deeply are not identified early enough. The school does not provide adequately for their learning needs.
- Pupils who are at risk of falling behind, such as pupils who have special educational needs or disability, are supported well. Their needs are identified promptly and the impact of support is closely checked. Consequently, they keep up with their peers nationally and many make good progress. Many pupils who speak English as an additional language are also well supported. Disadvantaged pupils are now catching up with other pupils within the school because the school has provided them with additional support to match their specific needs. One group of pupils seen was learning about sentence construction. Teachers had engaged boys more in their learning. As a result, they were catching up and closing the gap with girls.
- Children in the early years foundation stage, including those joining the school in Reception Year, make good progress so that they are ready for the demands of Year 1. They have choices of activities which interest them. They enjoy learning to practise the sounds that letters make, copying shapes and patterns and counting. They learn to share, ask for help, follow their own interests, and to learn with their friends. Parents feel involved with their children because many have daily conversations with the teachers about how well they are learning and developing.
- Inspectors observed lessons where pupils worked thoughtfully, were challenged, given responsibility and understood how teachers wanted them to improve their work. With effective teaching they showed that they can learn more difficult work, understand it more deeply and present it carefully with sufficient detail. This is not typical across the school, where most pupils are not given enough opportunity to show their best or to exceed expectations.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- The vast majority of pupils show a strong desire to learn. They understand the value of education and are motivated to work hard.
- When they are given the opportunity, most pupils show that they can rise to the challenge of difficult tasks. They work thoughtfully, by themselves or with other pupils, to learn well.
- Pupils say they feel safe in the school. Staff and most of the parents who either responded to the online

questionnaire or met inspectors during the school day, agree that the school is a safe place to learn. The school breakfast club is well managed. Pupils enjoy attending because it is caring, safe and enjoyable.

- No concerns about bullying or any other prejudice-driven behaviour were reported by children. Staff use all relevant training to identify any concerns and guide pupils to understanding the consequences of a lack of respect.
- Child protection is managed well. Responses are prompt, and the use of external support is well managed. Staff understand referral systems and pupils know who to ask for help.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in all parts of the school. They learn from the behaviour that staff demonstrate. Adults listen to pupils, help them in lessons and around the school and respond promptly to any concerns.
- Attendance is broadly in line with the average expected nationally for primary schools. The lower attendance for White British pupils seen last year is now improving. Persistent absence is low. Punctuality is good. Exclusions are rare.
- Pupils who join the school at other times than the start of the year settle quickly into school. They and their families are quickly informed about school expectations. This contributes to good learning in the early years foundation stage, and also supports learning in other parts of the school.
- The school works to develop their 6 Rs of being responsible, resourceful, reasoning, reflective, resilient and respectful. These qualities are discussed within school, and pupils are familiar with them. Apart from being respectful, the curriculum does not reflect enough ambition for the development of these qualities through the experience of being a pupil at William Byrd School.

Outcomes for pupils

are inadequate

- Published data for the school indicated that pupil progress in English and mathematics was not good by the end of Year 6 in 2014 and it fell overall in 2015. Inspection evidence shows that although there were recent signs of improvement, and children in the early years foundation stage now make good progress, in Years 1 to 6 pupils' progress is still too variable. Most pupils do not make enough progress from their starting points. This is particularly true for most-able pupils and others ready for more challenge. Pupils' progress is also weaker in the wider curriculum as well as that seen in English and mathematics.
- Basic reading skills are taught well. In the phonics (letters and the sounds that they make) screening check carried out in Year 1, the proportion of pupils reaching national expectations was in line with other schools. Although pupils practise reading daily in school and many read at home, too few opportunities exist for them to widen their vocabulary, develop their fluency and read with confidence across all of their learning. Consequently, the proportions of pupils attaining well in reading is variable across classes in different year groups. For example, progress is better in Year 2 but slower in Year 3. Attainment is not rising fast enough overall.
- Pupils have opportunities to practise and gain confidence with their mathematical skills and understanding. Progress is slowed because the activities are sometimes too repetitive or easy. For example, when completing numerous similar calculations by using the Mayan number system and drawing graphs, pupils did this with insufficient accuracy. Not enough occasions are given pupils to apply mathematical learning in other subjects. As a result, the proportions of pupils attaining well is also variable across classes and year groups.
- Pupils who have special educational needs or disability make good progress to keep up with their peers. Many pupils who speak English as an additional language also do so. Gaps between disadvantaged pupils and other pupils nationally are closing but still too wide. Boys still attain lower than girls in the school. This gap is closing, but only slowly. White British pupils now achieve broadly in line with other pupils in the school. Most of the pupils joining the school at times other than the start of the year make steady progress in line with other pupils in the school.

Early years provision

is good

- Children in the early years foundation stage make good progress. They join the Nursery at skill and development levels below those typical for their age. Inspection evidence concurs with the school's information about the progress these children are making. The proportion of children making good

progress in their speech and language skills, other academic skills and personal and social skills is close to national expectations by the end of Reception Year. Targeted professional development for teachers and additional support for different groups of pupils has helped bring about significant and rapid improvement compared to the published data in 2014 and 2015. Most children are well on their way to being ready for learning in Year 1.

- Over a third of children join the school in Reception Year. They settle quickly into school routines and expectations, and most of them also make good progress. Parents say they are kept well informed and encouraged to become more involved with their child's learning.
- Leadership is good. Senior leaders have developed the early years foundation stage leader well. She understands how young children learn and thrive. She has, in turn, developed her staff team to ensure that children benefit from high-quality teaching, including the use of regular and accurate assessment to help sustain and further improve the quality of learning.
- The early years foundation stage provides an engaging, attractive and safe environment for all children to learn. There is a rich variety of activities that interest children, whether they are playing inside or outside. Children enjoy playing with their friends and are successfully encouraged to apply care and concentration to their learning.

School details

Unique reference number	102401
Local authority	Hillingdon
Inspection number	10011922

This inspection 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	645
Appropriate authority	The governing body
Chair	Gurnam Singh Bhullar
Headteacher/Principal/Teacher in charge	Cindy Ettienne
Telephone number	01895 462394
Website	www.williambyrdschool.co.uk
Email address	office@williambyrd.hillingdon.sch.uk
Date of previous inspection	15–16 July 2014

Information about this school

- William Byrd School is a much larger than average-sized primary school.
- There is a higher proportion of girls than boys, particularly in the current Year 4.
- Most pupils are from ethnic minority backgrounds, and the proportion of pupils who speak English as an additional language is much higher than typically seen nationally. There are smaller proportions of White British pupils and other groups.
- The proportion of pupils who have special educational needs or disability is above average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is above average.
- The proportion of pupils for whom the school receives pupil premium funding (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and those from service families) is above average.
- Since the previous inspection there have significant changes in leadership and staffing, including the headteacher and other senior leaders. There have also been changes in membership within the governing body.
- The school employs a senior leader of teaching and learning to assist the school for two days a week.
- The school runs a breakfast club for pupils at the school.
- 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.
- The school does not meet requirements on the publication of specified information on its website. There is no information about the governing body. Information about pupil results at the end of key stage 2 is not current. There is no information about the impact of pupil premium funding on pupils' learning. The website also does not indicate which phonics scheme the school is using.

Information about this inspection

- Inspectors observed teaching and learning across a wide range of lessons and subjects, including joint lesson observations with senior leaders. In addition, shorter visits to lessons took place through learning walks. One of these was with the senior leader for teaching and learning
- During visits to lessons, inspectors spoke with pupils and looked at their books to find out more about how well they were learning.
- Additional examples of pupils' work were examined for every year group to gather further evidence about how well pupils had been learning before the inspection.
- Inspectors observed pupils' behaviour in lessons and around the school. Formal meetings were held with two groups of pupils to seek their views of the school. Three further discussions were held with pupils during their breaktime.
- Additional meetings were held with senior leaders, subject leaders, three governors and the local authority representative.
- Inspectors observed the work of the school more broadly and looked at documentation. This included policies and improvement plans relating to leaders' checks on how well the school is improving, the quality of teaching, learning and assessment, pupil and student achievement, curriculum, behaviour, attendance and safeguarding.
- The team took account of the 29 online Parent View questionnaires, and gathered parents' views at the start and end of the day. No staff questionnaires were completed.

Inspection team

Mehar Brar, lead inspector	Ofsted Inspector
Anna Sutton	Ofsted Inspector
Roger Easthope	Ofsted Inspector
Stephen Hall	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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