

William Byrd School

Inspection report

Unique Reference Number	102401
Local Authority	Hillingdon
Inspection number	286365
Inspection dates	26–27 March 2007
Reporting inspector	Mike Smith

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 on roll	
School	449
Appropriate authority	The governing body
Chair	Mrs Debbie Frank
Headteacher	Mr Peter Brandreth
Date of previous school inspection	1 July 2002
School address	Victoria Lane Harlington Hayes UB3 5EW
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Pupils come to this large primary school from a diverse range of backgrounds and children starting in the Nursery and Reception tend to have very low attainment, particularly in speaking and listening. Around two thirds of pupils are from a wide variety of ethnic groups the largest being from Asian family backgrounds, particularly from the British Indian community. Just over half of the pupils have home languages other than English which is well above the national average. Nearly one in two is at the early stages of learning English. The proportion of pupils eligible for free school meals is above average and the percentage of pupils with learning difficulties and/or disabilities (LDD) including those with a statement of special educational need is slightly below average. Three pupils are in the care of the local authority.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education. It has a number of good features and is improving. Strategies for improvement resulting from regular monitoring are beginning to have a positive impact on provision. Through thorough checks, the headteacher and deputy headteacher have a clear vision of what needs to be done. Staff with monitoring responsibilities carry out their roles with enthusiasm and commitment and support strategies are in place to help to improve the quality of teaching and learning and curriculum planning. The capacity to improve is clearly good.

Some of the improvement strategies have yet to have a marked impact upon pupil achievement, as they are not yet fully embedded in practice. For example, the tracking of pupils' progress is developing well and although underachievement is clearly identified, the school recognises that a more accurate understanding of the levels at which pupils are working is needed. Information on pupils' progress is not yet effectively and consistently used in teachers' planning and targets for improvement and, although agreed for many pupils, are not supporting their work on a day to day basis.

From very low levels of attainment, children in the Foundation Stage make good progress in the Nursery, particularly in their personal and social development and in their speaking and listening skills. This is because of the focus on improving the quality of teaching and learning and the early identification and support for those pupils for whom English is an additional language. Pupils make satisfactory progress throughout Years 1 and 2 and attain average standards in reading, writing and mathematics. They continue to make satisfactory progress as they move through the school and by the end of Year 6 standards are broadly average in English, mathematics and science. This is because teaching and learning, and the curriculum, although improving are satisfactory overall. A parent, reflecting the views of many, wrote, 'My son enjoys school and is doing well. He is interested in his lessons and enjoys telling me what he has been learning'.

The good care and support ensures pupils make good progress in their personal development. Pupils with learning difficulties or disabilities receive effective support, as do those pupils whose first language is not English, which ensures they make progress in line with other pupils. Teaching assistants give good support to pupils enabling them to take full advantage of all learning opportunities. The curriculum offers a broad and relevant range of learning activities that mostly meets the needs of all groups of pupils. Visiting specialists add variety and positively support pupils' learning, and activities arranged outside of school contribute well to pupils' learning experiences, personal development and overall achievement. Pupils' spiritual, moral, social and cultural development is good. Pupils have positive attitudes towards others, enjoy their learning experiences and their behaviour is good. The great majority of parents are consistent in their praise for the school. One wrote, 'I am very happy with the education my son is receiving. He enjoys school, his lessons and the club activities'.

What the school should do to improve further

- Ensure that assessment and pupil-tracking systems give an accurate picture of their progress over time.
- Ensure that teachers consistently use the information they have on pupils' progress to plan their work and ensure pupils' different needs are fully met.

- Ensure that pupils are clear about their targets for improvement and they are used on a day to day basis in lessons.

Achievement and standards

Grade: 3

Children come into the Nursery with very low standards particularly in personal, social, speaking, and listening skills. They make good progress in these areas and by the end of the Foundation Stage standards are average. By the end of Year 2 pupils have made satisfactory progress and standards are broadly average in reading, writing and mathematics. This progress continues until the end of Year 6 when pupils, having further developed their skills in reading and writing reach standards that are broadly average in English, mathematics and science. The newly introduced tracking system is beginning to help staff to identify individual learning needs more swiftly and provide further support to ensure that the needs of individual learners are fully met.

Personal development and well-being

Grade: 2

Pupils' personal development is good reflecting the good care and support provided by the school. Children in the in the Foundation Stage settle quickly, and make good strides in their personal, social and emotional development. Pupils listen attentively, concentrate well and enjoy their lessons. As a result, they show good attitudes to learning and behave well. Assemblies are recognised by pupils as important community occasions in which they can celebrate the success of others. Pupils have caring attitudes towards each other and show respect for each others' feelings and different viewpoints. They are beginning to appreciate the cultural diversity within society through lessons and special events such as Black History Month. Pupils participate enthusiastically in physical activities and are aware of the elements of a good diet. One pupil said, 'it is important to eat lots of fruit and vegetables and avoid sweets.' The school council represent the views of their classmates well. They are proud that they 'help to make the school better' and point to their achievements such as the installation of the bicycle shed and raising money for the Year 6 journey. Pupils enjoyed raising a substantial amount of money for Comic Relief recently. Attendance is satisfactory. The school works diligently to check absences and to encourage regular attendance. However, their efforts to improve attendance are hampered by too many parents taking their children away on holiday during term-time. Pupils have sound basic and information and communication technology skills. These, coupled with their well developed social skills prepare them satisfactorily for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. There are examples of good teaching across the school, but there is still some inconsistency in the use of pupil progress to inform planning to meet their varying learning needs. The school is aware of this and through its regular monitoring of teaching and learning, good practice is clearly recognised and support is given where needed to improve provision and consistency. Teaching in the Foundation Stage is particularly good at encouraging children to be confident and helping them to improve their speaking and listening skills. There is good team work between teachers and assistants and they ensure that

appropriate levels of support are given to pupils to enable them to make the best of their learning opportunities. Relationships are good and pupils receive encouragement and praise for all their efforts ensuring they feel confident and happy in their learning. Good use is made of resources, including the use of interactive whiteboards that positively support pupils' learning. There are high expectations of pupil behaviour and classes and individual pupils are managed well. Although it is made clear in all lessons what pupils need to do to succeed, there is insufficient use made of individual targets to clearly identify what pupils need to do to secure individual improvement.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good elements. Personal and social education are positive features and play an important part in helping pupils to become caring and responsible citizens. In the Nursery and Reception classes there is a good emphasis on developing independence, personal and social skills and speaking and listening skills. Children are given opportunities to choose activities and to think, plan and review their own learning. Enrichment activities for all pupils are varied and support their learning well. School trips, including the Year 6 residential provide interesting and challenging learning opportunities. Visitors such as the history and theatre groups are received well by pupils and make a positive contribution to their learning. Specialists are used well to teach some aspects of music and physical education across the school. The school has recognised that there is a need to reinforce the basic skills in literacy and numeracy in all subjects and has put appropriate strategies in place, but it is still too early to measure the full impact of these interventions on all pupils. The newly implemented tracking system is not yet offering secure information and enabling all teachers to consider and adapt the curriculum to meet the needs of all learners. Effective support is provided for pupils at the early stages of learning English, those with learning difficulties and disabilities and those pupils who are gifted and talented so that they make progress relative to their needs. Pupils of all ages take part in a range of activities and sports clubs which encourage healthy lifestyles and which are popular and well attended.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Systems for safeguarding pupils' health and safety are carefully followed by all staff as are the clear and thorough procedures for child protection. Rigorous checks are made on all adults working with children. Teachers are caring and approachable and as a result, pupils feel safe and secure. They are confident that any unkind behaviour towards them will be dealt with promptly and effectively by an adult. The playground buddies add to their feeling of security by ensuring that pupils have someone to play with. The learning mentor works effectively to support pupils who are troubled or who are at risk of exclusion. The school liaises well with outside agencies to support all of its vulnerable children. There are well organised systems for identifying and meeting the needs of pupils with learning difficulties and disabilities and pupils at the early stages of learning English. Pupil progress information is not used consistently well by all teachers to set appropriate and challenging targets and as a result some pupils are not clear about what they need to do to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. There is a clear understanding of how to monitor, evaluate, and improve the school's performance. Senior leaders are focused on improving and promoting high quality care and education. Responsibilities and monitoring roles are clear and are carried out by committed staff who believe they can make a difference. Strategies for improving the quality of teaching, assessment and tracking pupils' progress have been implemented and are beginning to have a positive impact on provision, although it is too early to see the full impact upon pupils' achievement. Learning and teaching are regularly monitored and teachers appreciate the opportunities they get for support and further professional development. All staff work effectively as a team, their work is valued and, consequently their morale is high. However, the school recognises that improvement strategies and best practice in teaching and learning are not yet consistent across the school. The school consults and works very well with external support agencies, such as social services and health and consequently, support is effectively co-ordinated to meet the needs of the pupils. Governors are clearly aware of the strengths and weaknesses of the school, ask challenging questions and are beginning to get involved in the strategic management of the school.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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 behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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?	3
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?	3

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3
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 performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Thank you for making us feel so welcome when we visited your school, we really enjoyed being with you. I would like to give a special thank you to the school council who very maturely and politely represented the views of all the pupils in the school. We think your school is offering you a satisfactory education and it is improving all the time. We could see that you enjoy coming to school and meeting your friends. You get on very well with all the adults. Your parents are very supportive of the school and are happy that you are doing well in lessons and that you are safe. The school supports your individual needs and ensures that you make satisfactory progress in your learning and good progress in your personal development. The school knows what it has to do to make things even better for you. You can help, by making sure you know your individual improvement targets and you work towards them in all your lessons.

We particularly liked the fact that:

- all staff care for and support you very well
- you all make good progress in your personal development
- you enjoy your lessons and the trips outside of school
- the youngest pupils make good progress in their speaking and listening
- there is good communication between the school and your home
- the school ensures that you all learn as well as you can and works very well with other people to ensure you receive the support you need
- your headteacher is determined to improve the school further and, with all the adults in the school, is working hard to help you make even better progress in the future.

There are a few things the school can improve upon. We have asked the teachers to:

- ensure your progress is checked and recorded in a consistent way so they know how well you are doing as you get older
- use the information they have on your progress to ensure your individual needs are challenged and met
- remind you of your individual improvement targets and make sure you are clear what you have to do to achieve them.

Once again, thank you for being so friendly and we wish you every success in the future.

Yours sincerely

Mike Smith Lead inspector