

William Byrd School

Inspection report

Unique Reference Number	102401
Local Authority	Hillingdon
Inspection number	335894
Inspection dates	17–18 March 2010
Reporting inspector	Susan Thomas-Pounce

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	454
Appropriate authority	The governing body
Chair	Debbie Frank
Headteacher	P Brandreth
Date of previous school inspection	18 March 2010
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Introduction

This inspection was carried out by four additional inspectors. Most of the time was spent looking at learning; 37 lessons and 17 teachers and classes were observed. All classes were seen twice or more. Discussions were held with staff, senior leaders, the School Improvement Partner and London Challenge Adviser as well as pupils and governors. Informal meetings were held with parents. Inspectors observed the school's work, and looked at documentation including the school improvement plan, attainment and tracking data, assessment and marking and safeguarding information. A total of 72 parental questionnaires were scrutinised, along with 101 returns from pupils and 35 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress
- the rigour of the process aimed at improving teaching and learning
- the effectiveness and rigour of school evaluation by leaders at all levels to improve outcomes.

Information about the school

William Byrd School is a larger than average primary school with a rising number on roll. An average number of pupils are eligible for free school meals. A higher than average number of pupils are from minority ethnic backgrounds. The proportion speaking English as an additional language is above that found in many schools and a significant number are at an early stage of learning English. The proportion of pupils with special educational needs and or/disabilities, mainly related to learning or behavioural, emotional and social difficulties, is average, but the proportion of those holding a statement is low. A high number of pupils join the school throughout the year. The school provides a breakfast club each morning and runs several activities after school. Since the previous inspection in March 2007 the school has experienced a high turnover of staff. The deputy headteacher left in July 2008. The governors appointed a new deputy headteacher in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

William Byrd is a satisfactory school. Pupils enjoy coming to the school because they are well cared for and feel safe. Behaviour is good in lessons and around the school. Many pupils are well involved in the school community and are proud to act as playground buddies and junior road safety officers. Attendance has improved and is now above the national and local authority average. This is the result of effective strategies used by the school and, in particular, the good work of the family support worker who has established strong links with parents and carers.

Since the previous inspection the school has experienced disruption to the stability of teaching and senior leadership. Consequently, pupils in Years 3 to 6 were not achieving as well as they should. When children start the Early Years Foundation Stage their skills are well below those expected in all areas of learning. They make good progress, as do pupils in Year 1 and 2 who then start in Year 3 with standards that are broadly in line with national expectations. Nevertheless, this good progress is not sustained between Years 3 and 6 so that pupils' overall progress is no better than satisfactory. In the last two years, Year 6 pupils' attainment has been low in English, mathematics and science. This is largely explained by disruption in staffing. With close support from the local authority and involvement with a partner primary school, made possible through the City Challenge Keys to Success programme, the school has successfully tackled inadequate teaching, and secured a stable staff. The number of lessons where teaching is good has increased but much remains satisfactory. There are inconsistencies in staff expectations of what pupils can achieve and in checking pupils' knowledge and understanding during lessons. Although improving, the progress and attainment of pupils is hindered because teaching does not always accurately match activities to their needs. In some classes, more-able pupils are not challenged and encouraged to work independently. On occasions, pupils were left too long working on their own which meant that the teacher missed opportunities to take their learning forward. Although assessment procedures are satisfactory, there is too much variation in how pupils' work is marked, and pupils do not always have a clear idea how to improve their work.

Until the recent appointment of the dynamic deputy headteacher the school made insufficient use of information about pupils' progress. This has now been successfully addressed and tracking systems have improved. Using improved monitoring systems, leaders, managers and governors have recently begun to quantify what is expected in terms of outcomes for pupils. The school has accurately evaluated its own strengths and weaknesses and has made detailed plans for improvement. The early impact of these plans is evident in the improvement to the quality of teaching and improved rates of progress made by pupils in lessons. Taken together, these factors demonstrate the

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school's satisfactory capacity to improve further.

What does the school need to do to improve further?

- Use assessment information more effectively to accelerate progress across the school by:
 - setting work that matches the ability of pupils more closely
 - providing more opportunities for pupils to work independently.
- Raise attainment, especially in Key Stage 2, by ensuring that:
 - all teaching is good or better
 - staff show sufficiently high expectations of pupils
 - regular checks are made on pupils' learning throughout the lesson
 - marking is consistently good and helps pupils to know what they must do next to improve their work.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

■ **Outcomes for individuals and groups of pupils**

1

Successful steps have recently been taken to address the legacy of underachievement and low teacher expectations. The quality of pupils' learning seen during the inspection was at least satisfactory and sometimes good and enjoyment levels are rising. An example of this was seen in a Year 2 class when pupils were provided with success criteria so they could evaluate what made a good report. They wrote enthusiastically and with confidence, and correctly identified the features of good report writing. Although standards are rising, they remain significantly below average because the improvement in pupils' progress seen in lessons has not yet translated into longer-term improvements in performance. Inspectors found that because of the improvements, all pupil groups, including those who are at an early stage of learning English, those who have special educational needs and/or disabilities or those who join at different times during the school year, make satisfactory progress.

Pupils interact well with each other and take a genuine interest in other cultures. They develop a good moral and social understanding. This is reflected in their sensible attitudes to school and the wider community. Better attendance is beginning to improve pupils' progress. Overall the school successfully enables pupils to enjoy school, their achievement is satisfactory and they are adequately prepared for future life. They have a good understanding of how to stay healthy and safe.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Input from consultants has helped teachers to share their expertise. The pupils want to do well because relationships are positive in lessons. Teachers plan work that is not always sufficiently well matched to the different abilities of pupils, and progress slows. There is wide variation in the quality of marking; only a few teachers consistently provide clear guidance on what pupils need to do next to improve.

The curriculum satisfactorily develops pupils' basic skills. Teachers are making some links between subjects, but recognise more could be made of this to make learning more interesting and relevant. Pupils gain advantage from having access to a good range of after-school activities. Good use is also made of educational visits within the local area, as well as further afield, for example London Zoo.

Good care, guidance and support have a positive impact on pupils' personal and social development. They know and understand the important factors which affect their health. They interact well with each other and have positive attitudes to their learning. The well-run breakfast club and after-school activities are popular with pupils and parents. Take up of these activities is good. Comments received include, 'Teachers and all the staff are always here for us, the work with families has helped me so much.' Support for pupils with special educational needs and/or disabilities is good. Use of learning mentors is effective in enabling vulnerable pupils to access the curriculum. Good multi-agency links have enabled the school to support children potentially at risk. The pupils who enter school part way through the year, often with limited language ability, are successfully integrated into classes as a result of extensive support from a large number of teaching assistants.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Following a realisation that significant improvement was required and with support from the local authority, the headteacher and the deputy headteacher are now providing a more focused and purposeful educational direction. There is good practice in the school to share expertise and drive improvement forward. Partnership with parents is good and improving, and has already had a positive effect on pupils' attendance. The school has established good partnerships with other professionals, to access specialist help for those more vulnerable pupils and to improve the quality of education provided by the school. The staff work hard to ensure there are equal opportunities for all pupils, and that stereotyping is challenged. New procedures to track pupils' progress help to ensure that all groups have equal access to learning and achieve equally as well. Regular monitoring and accurate self-evaluation take place and help identify relevant development objectives. For example, community cohesion is satisfactory, with positive provision inside the school. The school has identified that although there are a range of initiatives to develop links with the community, national and international opportunities are at an early stage of development. The governing body has all statutory requirements in place for vetting and checking staff. The pupils' safety is a high priority at all levels of the school. Safeguarding issues are managed well. As a result of good support from the School Improvement Partner, governors are developing their roles and responsibilities through training. They are not sufficiently involved in evaluating the outcomes of monitoring so that they can challenge the school's view where appropriate.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Nursery provision is satisfactory and children make steady progress throughout the Early Years Foundation Stage. They enter and leave the Reception classes at levels well below those expected for their age. Overall children make sound progress in their learning. Progress is stronger in personal, social and emotional development because the school places an appropriate emphasis on this aspect. Adults work well with parents and carers and routines are well embedded. Children's welfare is a high priority evidenced by strong policies and procedures. Adults have very good relationships with children and instil a high level of confidence and trust. Consequently, children's behaviour is exemplary at all times, particularly in the Nursery.

Children show enjoyment and settle exceptionally well. Boys especially like the outdoor experiences and demonstrate a high level of creativity and physical dexterity. There is an appropriate range of child-initiated activities linked to the current theme; some take learning forward because of well thought through questions or comments. The adult-directed activities are less effective when the tasks are not suitably challenging and are over prescriptive. Children are encouraged to make choices from the range of experiences available. They have a satisfactory level of independence and can show progress in their books or from work on the walls. Assessment data show that, currently, most children's progress in their development of literacy and social skills is faster than in previous years. Provision, however, is uneven. Some good and well-planned outdoor provision engages children and they become involved in very imaginative play. Provision in the classroom is not of the same consistently good quality because there are insufficient stimulating resources in the Reception area.

The new Early Years Foundation Stage leader is making a good start in developing and improving aspects of provision. Areas of weakness have been quickly identified, particularly the inaccuracy of assessment processes and data. This has had a significant impact on the ability of staff to target appropriate interventions. The Early Years Foundation Stage leader has yet to monitor the quality of teaching or provision.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About 16% of parents and carers responded to the inspection questionnaire. Inspectors also talked informally to parents and carers. In total, the vast majority are supportive of the school's work. They say their children enjoy school and that they are happy with the standard of care provided. Several have concerns with the progress their children are making. Inspectors found that progress has been slow for many pupils in the past but it is now satisfactory. Inspectors identified some underachievement, particularly for pupils in Years 3 to 6 and have indicated to the school what it needs to do to improve. A few parents and carers voiced concerns about behaviour. Inspectors found behaviour to be good both in and around the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Byrd School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 72 completed questionnaires by the end of the on-site inspection. In total, there are 457 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	65	22	31	2	3	1	1
The school keeps my child safe	44	61	27	38	1	1	0	0
The school informs me about my child's progress	31	43	30	42	7	10	2	3
My child is making enough progress at this school	32	44	28	39	7	10	5	7
The teaching is good at this school	31	43	29	40	6	8	4	6
The school helps me to support my child's learning	32	44	24	33	14	19	1	1
The school helps my child to have a healthy lifestyle	24	33	36	50	5	7	4	6
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	33	30	42	4	6	3	4
The school meets my child's particular needs	23	32	33	46	7	10	4	6
The school deals effectively with unacceptable behaviour	23	32	34	47	9	13	3	4
The school takes account of my suggestions and concerns	20	28	34	47	8	11	2	3
The school is led and managed effectively	30	42	27	38	3	11	4	6
Overall, I am happy with my child's experience at this school	37	51	24	33	2	7	3	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 March 2010

Dear Pupils

Inspection of William Byrd School, Harlington UB3 5EW

Thank you for making us feel welcome when we visited your school recently.

We enjoyed meeting and talking with so many of you, looking at your work and visiting your lessons. We would like to thank those of you who had discussions with us and the pupils in Years 3 to 6 who completed the questionnaire. We judge that yours is a satisfactory school, which means that it does some things well and could do other things better.

The school takes good care of you and you know how to keep yourselves healthy and you behave well. We know you enjoy all the different clubs and activities and we could see that the breakfast club and after-school activities are really helping you to enjoy coming to school. Your attendance has improved since the last time inspectors visited your school. Well done!

Your teachers and other staff help you to achieve reasonably well in your lessons. We know that all the adults in the school are keen to improve the school and your learning. This has already helped the school to improve but we have asked that the leaders, managers and governors help you to make better progress across the school by:

- making sure all teaching is good or better so that the standards you attain by the time you leave school rise
- developing activities that better match your needs
- helping you work more independently
- making sure that the teachers check regularly how well you are doing and help you know what to do next.

We hope you will play your part by continuing to work hard and do your best. I wish you every success for the future.

Yours sincerely

Susan Thomas-Pounce Lead Inspector

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