



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR WILLIAM BYRD PRIMARY ACADEMY

Name of School:	William Byrd Primary Academy
Headteacher/Principal:	Nicola Edwards
Hub:	Compass Hub
School phase:	Primary
MAT (if applicable):	The Middlesex Learning Partnership

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	11/03/2024
Overall Estimate at last QA Review	Effective
Date of last QA Review	02/03/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	17/10/2023

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Not applicable

Quality of provision and outcomes Not applicable

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

Area of excellence Accredited

Previously accredited valid areas of excellence Not applicable

Overall peer evaluation estimate Not applicable

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

William Byrd Primary Academy is a three-form entry school with its own Nursery which takes children from the age of three. It is situated in the London borough of Hillingdon and is near Heathrow Airport. Many of their families are housed in hotels after arriving in Britain. The proportion of pupils considered disadvantaged (25%) does not represent the actual level of need in the school's community as many families are new to the country and, as a result, are not yet eligible for public funds.

More than three-quarters of pupils speak English as an additional language, which is above the national average. The assistant head responsible for inclusion has implemented systems in the last 18 months to improve identification of pupils' learning needs. This has led to an increased proportion of pupils with special educational needs and/or disabilities (SEND), although this is still broadly in line with the national average at the moment. The school has a large leadership team with most members being in their first or second year in post. The school academised in 2017. In 2023, it was judged as a good school by Ofsted, for the first time in its history.

2.1 Leadership at all levels - What went well

- The trust supports leaders and the school well. This is appreciated by senior staff. They know that a problem will be addressed or shared if it is communicated to the CEO who is always present at significant school events.
- The leadership team works effectively as a unit and correctly identifies what it does well and what needs to improve. Members aim to make school a happy and memorable experience for its pupils. Pupils are proud of their school and really value what it offers. They can cite many memorable events from school life. They find routine and care the best features. Leaders have high expectations of themselves, staff and pupils. Their vision and values are clearly articulated on posters around the school and in the way staff behave. Pupils know what their guiding powers are.
- Leaders offer a wealth of enrichment activities that give pupils the chance to develop fitness, creativity, and academia. The activities are designed to reflect the diverse community that the school serves.
- Senior leaders actively develop middle leaders and those who want to lead. There is a consistent approach to how continuing professional development is

offered to address school and individual needs. Staff have all been trained to understand zones of regulation and this is already beginning to impact on pupils' attitudes. The office staff really appreciate that they have been included in child-centred training as they are the first port of call when pupils arrive at school late and/or distressed. They go above and beyond their office roles, collecting pupils for school when there is a need.

- Staff demonstrate a collaborative approach by acknowledging how others enable them to do their roles. They openly praise each other and are praised by leaders and colleagues. Teachers are coached to improve their pedagogical development and find this helpful in finding ways to be even better in their roles.
- The assistant headteachers are a highly skilled group of practitioners. Two are local authority approved writing moderators while another works with the National Centre for Excellence in the teaching of mathematics. These roles raise the status of staff expertise amongst other schools and benefit William Byrd Primary in keeping abreast of all new requirements and best practice.
- Subject leaders are proactive and well supported by senior leaders. They have different levels of leadership experience and those who require it are given extra support and guidance. Middle leaders lead staff meetings about subject specific matters and make sure that their colleagues have the right resources to teach different units of study.
- Teachers can apply to be 'Champion Teachers'. There is set criteria to be achieved and modelled to be considered for the role. It has helped to raise expectations and daily good practice by setting the expectations associated with this accolade.

2.2 Leadership at all levels - Even better if...

... leaders were as evaluative in their documentation as they are in person, also recording impact with examples....leaders developed Key Stage 1 further using the expertise in the early years foundation stage (EYFS) about child development.

3.1 Quality of provision and outcomes - What went well

- Leaders at all levels have worked hard to ensure that all curriculum documents are in place, demonstrating expectations of how the William Byrd curriculum builds on skills and knowledge established in the EYFS through to

Year 6, in every subject. Some middle leaders are new to their roles but because the curriculum documents are securely embedded, they have time to develop their leadership without there being a negative impact on the pupils' learning. Within the curriculum progression documents, key strategies and language are identified so that there are consistent expectations in place for pupils across the years. This was evident in Key Stage 2 reading lessons which demonstrated progress with consistent terminology being applied.

- Teachers model secure subject knowledge. Consequently, learning is purposeful. Teachers are clear about what the intended learning outcomes should be and plan tasks to enable pupils to achieve well. This is particularly evident in focus areas such as writing. In Year 5, sentences are built by pupils showing that they can use prior learning to develop the complexity of their sentences. Pupils understand and use vocabulary such as 'retrieval' because its use is modelled correctly by adults.
- Staff ensure that pupils' reading abilities do not act as a barrier to their enjoyment and success in the non-core curriculum. Tasks are scaffolded in some cases to enable all pupils to access the intended learning.
- Leaders and teachers plan so that all pupils know who William Byrd (after whom the school is named) was and where he sits in historical chronology. At the same time, themes and projects are selected to reflect the culture and heritage of the school community. Protected characteristics are also considered when choosing class names.
- Provision in EYFS is a strength of the school and is recognised as an area of excellence. Children have opportunities to build their cultural capital through real-life experiences. They have helped to build a wildlife pond and love looking after their fish and snails. Staff in EYFS support children in developing independence rapidly so that they can focus on learning once routines are established. Children take off their own shoes and put on sandpit-crocs before using the sandpit, with no adult input, because they know it is expected.
- Oracy and talk are key to EYFS but leaders have ensured that they are important to all cohorts' learning at William Byrd. Pupils are encouraged to communicate verbally to explain their thinking and to present learning to different audiences. Teachers teach how to ask and answer probing questions. This gives pupils the necessary skills to debate maturely. Staff model good technical vocabulary and give pupils the opportunity to practise using it in their own work. For example, in a Year 6 science lesson, pupils learned and used 'independent', 'dependent' and 'control variable'. In a Year 5 class, pupils physically moved their chairs so that they could face each other

during a talk partner session, recognising the impact of eye contact and engaging the listener.

- Fewer than half the pupils in Year 6 started their primary education at William Byrd. Those who have, outperform their peers because they have benefitted from all that the school offers.

3.2 Quality of provision and outcomes - Even better if...

...teachers helped pupils to apply new subject-specific vocabulary verbally using sentence stems in lessons, regardless of the subject.

...leaders helped teachers to unpick mathematical misunderstanding and reshape their teaching 'in the moment'.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Disadvantaged pupils are offered funded extra-curricular activities before their peers can sign up for clubs. Parents appreciate the work of the school and take advantage of this offer. Ninety percent of disadvantaged pupils attend the school homework club giving them a clear working space, use of computers and skilled teacher advice so that their homework is completed promptly.
- Pupils with additional needs at this school benefit from skilful and passionate leaders. The SEND coordinator (SENDCO) epitomises leaders' determination that 'all children can...' She calls on a range of expertise from external sources to gain new ideas, challenge her practice and confirm her expectations of classroom staff.
- New leaders have ensured staff receive training to improve overall teaching and then develop the skills to identify pupils with SEND correctly. As a result, pupils are benefitting from correctly tailored and bespoke teaching so that they can learn alongside others.
- Leaders use a 'stage not age' approach to teaching reading and mathematics. This results in mixed age classes of pupils working at the same levels. Leaders have normalised this approach so that there is no stigma perceived by pupils from working alongside younger classmates on occasions. This leads to pupils learning rapidly and catching up with their cohort.
- Leaders have appointed a member of staff to have well-being as her priority. She works with pupils across the school who have suffered bereavement,

trauma, and many other emotional issues. She makes sure that pupils do not get support at the expense of learning they enjoy, nor in the core curriculum. She knows her pupils and families very well so that she can identify when to change the support offered.

- The SENDCo has high expectations of the universal offer at William Byrd. Strategies designed to help pupils with additional needs are expected to be used for the whole class, therefore, benefitting pupils whose needs have yet to be identified. Teachers celebrate pupils' work by displaying it in corridors and in classrooms. There is always work on display by pupils with SEND alongside that of others in their class.
- Staff track the progress of pupils with SEND against individual targets and small steps. Success against these targets is celebrated as much as when more able pupils make much greater academic progress because leaders recognise the effort it takes for vulnerable pupils to move their learning forward.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...all teachers demonstrated consistency in their use of scaffolding, as in the best examples, so that pupils with additional needs could fully access learning in wider curriculum.

5. Area of Excellence

Championing child development - Achieving EYFS success within a multicultural community.

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Practitioners in EYFS are led by colleagues with thorough and comprehensive understanding of childhood development. They recognise the need to ask questions, answer questions, tailor provision to children's interests, have high expectations and

cover all aspects of the curriculum frequently. Inspired by research, leaders have introduced the concept of 'Planning in the Moment' supported by language-rich learning opportunities and environment. Parents engage fully with children's EYFS work, with 90% of parents visiting a Van Gogh inspired art exhibition produced by their children. Staff recognise the importance of parental support and engagement for children to reach their potential. External advice and networking opportunities have been exploited over the years so that leaders have refined their own rationale for success with evidence-based guidance. Leaders intend to continue to visit other early years settings through Challenge Partners' connections and with schools that are equally strong in different ways. The intention is to foster a continual self-reflection process.

The learning environment in EYFS is treated as 'The Third Teacher'. Leaders have developed focused indoor and outdoor environments. Natural materials are used almost exclusively giving children 'real' materials to explore and reducing the cognitive overload that is often caused by too much colour.

Leaders have already hosted many visitors from other settings seeking to learn more about the school's approach to teaching early years as well as their effective resourcing strategies. This gives staff the opportunity and impetus to keep up to date with best practice.

All practitioners in the early years are included in training opportunities. As a result, support staff feel fully involved in the young children's education. They work alongside the leaders to ensure all children benefit from varied and focused opportunities to explore and learn.

5.2 What evidence is there of the impact on pupils' outcomes?

Statistically, over time, outcomes have improved so that the proportion of children reaching a good level of development was in line with the national average last year. Children produce high-quality creative work and are writing independently by the middle of their time in Reception. Children quickly respond to clear routines. Well before the end of the Reception year, children can change footwear independently for specific activities and express themselves to adults as well as to each other.

5.3 What is the name, job title and email address of the staff lead in this area?

Joanna Wegrzyn – Early Years Lead.

Kate Verone – Assistant Headteacher Kverone@williambyrd.school

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report



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(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)