



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR WILLIAM BYRD PRIMARY ACADEMY

<b>Name of School:</b>	William Byrd Primary Academy
<b>Headteacher/Principal:</b>	Sarah Roberts
<b>Hub:</b>	Compass Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	The Middlesex Learning Partnership

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	16/03/2022
<b>Overall Estimate at last QA Review</b>	Not Applicable - consultancy
<b>Date of last QA Review</b>	Not Applicable
<b>Grade at last Ofsted inspection:</b>	Requires Improvement
<b>Date of last Ofsted inspection:</b>	05/12/2019



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#### 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** Effective

**Quality of provision and outcomes** Effective

**AND**

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

**Area of excellence** Not applicable

**Previously accredited valid areas of excellence** Not applicable

**Overall peer evaluation estimate** Effective

***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 large, three-form entry primary school with its own nursery, located in West London, near to Heathrow Airport.

The school serves a diverse population, with pupils originating from a wide range of countries and cultures. In total, 15 out of the 17 possible ethnic groups are represented, with almost one third of pupils being Asian or Asian British. The number of pupils who speak English as an additional language (EAL) is very high. The proportion of disadvantaged pupils is similar to the national average, as is the number of pupils who have special educational needs and/or disabilities (SEND). Levels of mobility are higher than typically found in schools nationally which can make the analysis of progress over time quite problematic.

The school became a sponsored academy with the Middlesex Learning Partnership family of schools in 2017. The head of school was appointed to the role at the same time, and there have been significant changes to the senior leadership team since.

### **2.1 Leadership at all levels - What went well**

- The headteacher shares her vision for the school which places every child's learning and well-being at its heart. Leaders are ambitious for pupils and communicate their expectations clearly to all staff.
- Leaders have refocused their attention on 5 Guiding Powers and high expectations for learning behaviours with a particular emphasis on "red" power (kindness and respect). The impact of this can be seen in pupils' behaviours around school. They are ready to learn and not afraid to take risks with their learning when challenged.
- Pupils' social and emotional needs are a key priority for leaders and staff. The school is a happy and cohesive community. Most pupils are very well cared for. They thrive in school and enjoy warm, trusting relationships with their teachers and other adults who work with them.
- Systems and expectations are clearly set in the school strategic documents. For example, leaders have implemented the William Byrd 4, underpinned by the Rosenshine principles, to secure consistency in teaching and curriculum implementation across the school. Teachers and staff feel well supported and find continuous professional development (CPD) meaningful. Early Career Teachers value the support they receive from their mentors. Leaders feel very well

supported by the Trust. For example, activities within such as the Knowledge Exchange Hubs allow middle leaders to improve their practice and extend their roles as leaders. Middle leaders usually know their subjects well and have designed coherent curriculum plans.

- Senior leaders have strengthened the leadership team through new appointments. A distributed leadership model ensures that all staff are held to account. New schemes of learning have been implemented to secure subject knowledge in core and foundation subjects. They include the Write Stuff, Read, Write, Inc and White Rose for the core subjects and Purple Mash for computing, Scarf for PHSE and Maestro for humanities and other foundation subjects. Curriculum and progression road maps clearly outline the sequence of learning over time in different subjects.
- Lively assemblies and personal, social, health and citizenship education lessons ensure that pupils learn about democracy, the rule of law, respect for others and individual liberty. For example, the Red Nose Day assembly reinforced pupils' awareness about inequity and children living in poverty, and the importance of keeping safe, healthy, educated and empowered. Leaders also ensure that pupils live out these values in practice, for example through the school Parliament.
- Enrichment activities include school trips, the opportunity to learn an instrument the exposure to a wide range of books and different types of music. Pupils enjoy their life in school and shared: "The teachers are the reason that makes you go to school".

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

... curriculum leaders further developed their schemes of learning with a particular focus on "ambition for all pupils", particularly the more able.

... leaders reviewed the impact of their new assessment policy on writing for the more able, with a particular focus on:

- (i) the identification of gaps in learning during editing tasks
- (ii) the evidence of impact in books linked to the feedback these pupils have received.
- (iii) "the story" the books convey following the implementation of the new approach (progress, praise, next steps etc.)

... leaders improved pupils' attendance and were more tenacious in reducing the proportion of persistent absentees.

### **3.1 Quality of provision and outcomes - What went well**

- Teacher/pupil relationships are a strength of the school and pupils of all ages and abilities readily demonstrate an eagerness to learn and make progress across the curriculum.
- In most lessons, there were examples of effective questioning including questions for recall, clarification and to stretch pupils' understanding. For example, in a Year 2 mathematics lesson, targeted questions resulted in the lowest 20% of pupils being given feedback promptly from their teacher in order to address misconceptions rapidly.
- In the mathematics, history and science lessons visited, retrieval practices were used well to consolidate key terms. In the best lessons, pupils could articulate a sequence of learning with confidence and a sense of purpose: "we are recapping the key words we have learnt before, so we don't forget them". Consequently, those pupils were able to demonstrate their understanding of key terms by using them in context.
- Teachers provide useful opportunities for pupils to use problem solving in their mathematics work. Number is taught well throughout the school and pupils' knowledge is reflected in their understanding when questioned and in the quality of work seen in books. Pupils can add, subtract, multiply and divide numbers confidently. The CPD element of White Rose has strengthened teachers' mathematics' mastery. This was evident in Year 5 where assessment for learning was used effectively to address misconceptions and move pupils from fluency to problem solving rapidly. The use of talk partners activities in mathematics have also consolidated pupils' reasoning skills who, consequently, can draw their own conclusions.
- In reading, younger children use their knowledge of phonics well to help them sound out words and develop word recognition. A structured approach to phonics ensures that pupils build on previously learned skills and develop confidence to use what they have been taught. By the time they leave the school, most pupils have positive attitudes to reading and can read with fluency. Effective pedagogies observed in the best lessons include teachers' inferring out loud, pupils gaining comprehension and expanding vocabulary through talk partners sessions, pupils reading out loud and with increasing fluency.
- A key focus within the curriculum is to improve pupils' writing and expand their vocabulary. The working walls in most classrooms allow pupils to refer back to key vocabulary. In the best lessons, pupils were able to use complex vocabulary with confidence and purpose, either orally or in their books. In history, this allowed a Year 6 disadvantaged pupil to draw his own conclusion: "Nazi Germany and the USSR would not have formed an alliance before WW2 because Nazi Germany

was fascist and the USSR was communist and those two ideas did not work well together".

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

... teachers continued to capitalise on the William Byrd 4 to address misconceptions and expand pupils' knowledge so that all pupils know more, remember more and, over time, can do more.

... during lessons, teachers systematically stretched and challenged the more able to allow them to reach their full potential.

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

- There is an effective approach to inclusion that provides support for pupils who have SEND. Pupils' needs are carefully and accurately identified. In lessons, teachers know their pupils well. Frequent assessment leads to responsive grouping. This is particularly strong in the Hub that caters for pupils with significant needs.
- The learning environments around school also cater for the needs of the most vulnerable. The working walls are well balanced, and the choice of content and colour does not overload pupils, cognitively or sensorily.
- There has been an influx of pupils new to English in school, some extremely vulnerable (refugees). Leaders and teachers have rapidly implemented effective strategies to allow them to access the curriculum and feel a part of the school community. During this review, it was clear they benefit from an inclusive and harmonious learning environment.
- A "lowest 20% team" led by the disadvantaged lead is in place to secure the best outcomes for this population at high risk of underachieving. Barriers to learning are considered and interventions put in place. For example, the staged reading books in classrooms allow the lowest 20% of pupils to access reading material at their level.
- Most support staff are skilled and adults usually question pupils insightfully. This helps pupils, including those with SEND, to rehearse and consolidate new concepts effectively.
- A scaffold, *no ceilings' approach* for the most vulnerable was apparent in many lessons visited. For example, in mathematics, strong planning and the use of

manipulatives in Years 2 and 5 allowed pupils with significant needs to make steady progress. Visual widgeits were used in writing, science and foundation subjects. In English, streamed phonics teaching supported pupils' progress.

- Continuous Provision in the Early Years Foundation Stage (EYFS) offers opportunities to enrich and engage children, including the most vulnerable, through their purposeful play. This was also apparent in the children's floorbooks.
- Disadvantaged pupils and those with SEND demonstrate positive attitudes to learning and when given the opportunity, a real determination to succeed. They are resilient when facing a problem and are not dependent on adults for moving on to their next steps in learning.

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

... leaders secured more consistency within the teaching community around meeting the needs of all pupils, particularly those with SEND.

... leaders reduced the proportion of persistent absentees and continued to identify strategies to engage the hard-to-reach families.

#### **5. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Leaders will access support through the hub – North Primary.

#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.



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**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 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.**