



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:	Effective
Date of this Review:	22/03/2023
Overall Estimate at last QA Review	Effective
Date of last QA Review	16/03/2022
Grade at last Ofsted inspection:	Requires Improvement
Date of last Ofsted inspection:	05/12/2019

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 based in Harlington in the London Borough of Hillingdon. It is a three form entry primary school, with its own nursery provision, which converted to academy status in September 2017. The school is part of the Middlesex Learning Partnership. This is a multi-academy trust which includes another primary school and a secondary school. The trust motto is 'together, achieving our very best'. The school refers to its core values as their '5 guiding powers'. These are: kindness and respect, resilience, curiosity and readiness to learn, cooperation and aspiration.

The school is close to Heathrow Airport. Many families arriving into the country for the first time are temporarily housed in nearby hotels. This significantly contributes to the school having above national average levels of pupil mobility. Four-fifths of pupils speak English as an additional language (EAL). The proportion of pupils for whom the school is in receipt of pupil premium is just above the national average.

2.1 Leadership at all levels - What went well

- The head of school, who has been in post since September 2022, has led a redevelopment of the school improvement plan. She, supported by the senior leadership team, has ensured a clear whole school focus on key priorities. Key objectives are established and communicated with all staff to create shared ownership. For example, during the autumn term there was a concerted effort to develop the teaching of reading. Staff at all levels understood the part they had to play in this piece of school improvement. This has led to significant developments in that aspect of provision.
- The united and determined senior leadership team are ambitious for their school. They are passionate about the continual development of William Byrd. Senior leaders have well-identified roles and responsibilities. They work in a collegiate manner. The senior leaders support and challenge each other well. This is leading to rapid refinement of systems that support the school's quality of education.
- Leaders have led the development of a whole school approach to pedagogy known as 'The William Byrd 4'. This has resulted in increased consistency in the delivery of teaching.
- Leaders undertake instructional coaching to support and develop colleagues. Leaders themselves have received continuous professional development (CPD)

on instructional coaching and how to use the methodology effectively. Leaders use a framework, 'the principles for instructional coaching', to assist them in supporting colleagues. Teachers' confidence and competence has grown as a result of this CPD. Early career teachers have particularly benefited from this approach. It has supported them to continually focus on their next developmental step. Leaders work frequently with them in a supportive manner. This includes team teaching and the modelling of teaching. There is an open culture between teachers and leaders. Teachers feel comfortable in the use of Iris video technology to capture best practice teaching. This helps staff to reflect upon their own teaching.

- There is a range of pupil leadership opportunities at the school. Pupils are proud of the positions that they hold. For example, the sports leaders are enthusiastic and passionate about their roles and responsibilities. They feel as though they contribute to wider school life and make a difference to others. They help and support in the monitoring and awarding of house points for sports in assemblies. Two sport leaders stated that 'We support Year 2 children in PE and we are really encouraging them in the sessions when they find it hard. This is important because resilience is one of our guiding powers.'
- Middle leaders are supported by the line management provided by senior leaders. Middle leaders are rapidly developing their confidence and abilities to lead significant change. Many of the subject leaders are passionate and knowledgeable about the areas that they lead. They appreciate that working with leaders across the trust has benefited them as they now have clear plans, linked to whole school priorities, with key next steps for their subjects. Many of the middle leaders are undertaking relevant national professional qualifications. This CPD has increased leadership knowledge, for example, allowing some to lead whole staff training sessions themselves.

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

... middle leaders further developed teachers in their foundation subject knowledge.

... the school continued to support all leaders to be leaders of pupils with special educational needs and/or disabilities (SEND).

3.1 Quality of provision and outcomes - What went well

- The school has prioritised the development of reading. There is now a consistency in the teaching of phonics across the school. Leaders have ensured all staff have had CPD in 'Read Write Inc'. There are common routines and lesson structures. This supports pupils to engage in their learning. In the last 18 months the school has developed their '5 E' approach to teaching and learning in reading in Key Stage 2. Teachers use a progression framework to ensure there is a clear focus on key learning related to quality texts. In addition, leaders have facilitated CPD on the teaching of vocabulary development. Pupil progress meetings have a strong focus on reading. As a result of the school's developed provision for reading, pupils are reading more independently, and their reading attainment is rising.
- The books that pupils read, including their whole class texts and those available for reading for pleasure, have been carefully chosen by leaders to celebrate diversity and reflect the local community. These texts act as windows and mirrors for pupils to reflect their own cultures whilst exposing them to experiences they will not have had. The school ensures that its history curriculum has diversity in the key figures that pupils learn about. This helps pupils in all year groups to identify and make connections in their learning.
- Pupils across the school engage readily. The school is a calm and purposeful learning environment. Pupils feel safe and secure. They are clear that they know who they can go to if they need any form of support. Leaders highly value pupils' voice and put in place a variety of ways to gain their views. Pupils are aware of the impact that they are able to make at the school. This was evident when members of the school parliament were discussing the letter they had written to the head of school. This had resulted in the introduction of recycling bins. School parliament has a strong focus and passion on celebrating the languages which are spoken in the school. Leaders have listened to pupils' feedback and have created a language day, linked to geography, to celebrate the diversity within the school. Pupils appreciate that they are listened to. They feel empowered to continually help the school to improve further.
- The Early Years Foundation Stage (EYFS) is a well-resourced and enabling learning environment. Children engage in purposeful learning and play. High quality interactions between adults and children lead to a vocabulary-rich provision. Children are offered a broad range of experiences with effective scaffolding to support language and concept development. There is careful consideration around the provision of support for early writing in Reception.

Children are provided with highly engaging activities with carefully chosen scaffolds and supports. In 2022, the percentage of children who finished EYFS with good levels of development was broadly in line with the national average.

- In the best lessons, teachers provide pupils with exposure to ambitious vocabulary. The sophisticated use of language in writing is modelled well. This allows pupils to edit their own writing with the addition of varied word choices. Pupils are provided with immediate feedback from teachers as to their usage of these words which ensures they are being used correctly in context. In 2022, pupils at the end of Key Stage 2 achieved above national average attainment in writing.
- Leaders have supported the development of the school's approach to mathematics. They have worked with their local mathematics hub to develop the curriculum and help teachers to think carefully about it. Leaders have implemented an approach called 'the super six'. This ensures that pupils are exposed to fluency, reasoning and problem-solving activities in every lesson. This has resulted in increased consistency in the teaching of mathematics. Pupils are now progressing through the curriculum more quickly than before.

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

... there was increased consistency of teachers having high expectations in the quantity and quality of written outcomes.

... the use of feedback was developed further to more effectively address misconceptions and support high expectations of learning.

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

- The special educational needs coordinator (SENCO) and the inclusion leader have put in place additional structures and systems to support vulnerable pupils. The SENCO is leading the facilitation of CPD for all staff for supporting pupils with additional needs. For example, she delivered training on speech, language and communication difficulties. This led to an increased use of visual timetables and now/next boards which has supported pupils' increased independence and

engagement. The SENCO has also arranged an educational psychologist to deliver CPD for teachers on understanding needs to support early identification and assessment. This has supported an increase in the consistent use of more effective resources and strategies to support pupils with additional needs.

- The school provides a package of support for the high number of asylum-seeking pupils that arrive at the school. This includes free clothes and uniforms. The school also signposts families to access wider support services. Leaders make sure that spaces are always available for these vulnerable pupils in extra-curricular clubs. The school also provides interpretation and translation support for families, which enables them to begin to meet their basic needs if they have no or limited English in the household.
- The inclusion leader and the SENCO are building SEN leadership capacity. There is a pastoral manager and social, emotional and mental health team, including the emotional literacy support assistants provision and the hub manager. This additional capacity has supported not only pupils but has also assisted teachers with advice as to how to meet needs.
- The support given through the highly effective mental health leader has enabled some vulnerable pupils to far better regulate their emotions and develop coping strategies. This has benefited these pupils in the classroom and around the school. These improvements have been achieved through the delivery of a wide range of interventions and enrichment support programmes. They have been provided by school staff and in partnership with external agencies.
- Being particularly mindful of transient pupils, the school has adapted the history, geography and science curricula to ensure that there are more opportunities to recap and recall prior knowledge. This benefits pupils by ensuring they are retrieving key information. It also provides increased accessibility for pupils who may not have been present when key concepts were taught before.
- The hub is a group for pupils with the most significant and complex SEND needs in the school. The SENCO, and the hub manager, have worked to ensure that this group has personalised curricula. Clear, consistent routines and structures help pupils in this group to achieve well in both academic learning and their personal development.
- Leaders have put in place a range of strategies to support attendance. They closely monitor individuals and groups. In the last 12 months there has been a significant improvement in attendance of vulnerable pupils.

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

... the high-quality practice that exists within the school for teaching of SEND pupils was shared with staff at all levels to enable better curriculum access.

... high-quality teaching practice for teaching SEND pupils was delivered consistently in all lessons.

5. Area of Excellence

Not applicable

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>)