

# Inspection of William Byrd Primary Academy

Victoria Lane, Harlington, Hayes, Middlesex UB3 5EW

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Inspection dates: 17 and 18 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Nicola Edwards. This school is part of Middlesex Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ben Spinks, and overseen by a board of trustees, chaired by Jacquie Smith.

## **What is it like to attend this school?**

Pupils feel safe and are kept safe at this happy school. Pupils know that there are staff they can speak with if they have any concerns. Well-being is prioritised here. For example, pupils engage in yoga and mindfulness and enjoy visiting the school's guinea pigs.

Leaders are ambitious for all pupils to succeed, including those who have special educational needs and/or disabilities (SEND) and those who have recently arrived in the country. Pupils learn a broad and interesting curriculum. In most subjects, this is well designed to help pupils to learn and remember more. Pupils work hard and produce work of a good quality. They are typically well prepared for the next stage of their education.

Pupils readily take on additional responsibilities as reading leaders, anti-bullying ambassadors, sports leaders and members of the pupil parliament. Pupils actively contribute to school life, for example contributing to the redevelopment of their playground. Pupils embody the five 'guiding powers' which are at the heart of school life. These encourage pupils to cooperate and aspire and to be kind and respectful, resilient, curious and ready.

## **What does the school do well and what does it need to do better?**

In most subjects, the curriculum is ambitious and reflects what is expected nationally. The curriculum is typically well designed and organised. Leaders have identified what they expect pupils to learn and when. Subject content is well ordered to ensure pupils revisit and embed knowledge before moving on to more complex ideas. This helps pupils to develop their understanding cumulatively over time. For example, in mathematics, younger pupils practise and embed number bonds to 10. This helps older pupils to understand place value of larger numbers and to go on to solve complex problems. Similarly, children in Reception reinforce their understanding of positional language through joining in with the story 'We're Going on a Bear Hunt'. This helps them to use vocabulary more precisely in other subjects, including computing and geography. In a small number of subjects, the curriculum is at an earlier stage of development. In these instances, the most important knowledge that pupils need to know and understand has not been as clearly identified. As a result, teachers do not consistently focus on the most important ideas, and pupils develop a less secure understanding in these subjects.

In most subjects, teachers make appropriate use of assessment to identify and address pupils' misconceptions. This means that any gaps in knowledge are identified and addressed. This helps pupils to build on and apply their previous learning with new subject content. For example, pupils use their knowledge of the Anglo-Saxons when learning about the legacy of the Vikings. However, in a few subjects, assessment is not as effective. In these cases, gaps in pupils' understanding are not consistently addressed so can persist.

Pupils with SEND are well supported to access the same curriculum as their peers. This is because teachers provide appropriate support, including making appropriate adaptations to activities and resources for pupils.

Leaders have prioritised reading across the school. Pupils are encouraged to read widely and often. Pupils enjoy accessing the inviting spaces around the school and reading a rich and diverse range of books. Staff are well trained to implement the chosen phonics programme with precision. Pupils practise reading with books that are well matched to the sounds that they know. Staff check pupils' reading and identify those who may be falling behind. Appropriate and targeted intervention is provided for pupils who need it. This ensures that pupils learn to read with increasing fluency.

Pupils show positive attitudes to their learning. Adults are consistent in their expectations; this helps to ensure a calm and orderly environment. Pupils play well together in the playground. Positive relationships between adults and pupils are evident. Pupils attend well. This is because leaders have high expectations and work closely with families.

Pupils' broader personal development is well considered. For example, pupils learn to keep themselves safe, including when online. Pupils enjoy learning about different religions and their visits to different places of worship. Pupils make a positive contribution to the local area through activities such as raising money for a local hospice. A programme of visits to places including the Science Museum, Kew Gardens and the Tate Gallery enrich the curriculum. Pupils in Year 6 are looking forward to their residential trip later this year.

Leaders, including those responsible for governance, have an accurate picture of the strengths and areas of development for the school. Trustees understand their role and provide leaders with effective support and challenge. Staff are well supported by leaders, who prioritise their professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculum in a few subjects is at an earlier stage of development. In these areas, the most important knowledge that pupils need to know and remember is not clearly identified. This means important ideas are not consistently embedded. As a result, pupils do not develop as secure a knowledge in these subjects. The school must ensure that the most important knowledge pupils need to know and remember is identified across the curriculum.

- Assessment is not used consistently to check pupils' learning. Errors and misconceptions are sometimes missed and persist in pupils' understanding. The school should ensure assessment is used consistently to identify and address any errors or misconceptions in pupils' understanding.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	144473
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10293298
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	570
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jacquie Smith
<b>CEO of the trust</b>	Ben Spinks
<b>Headteacher</b>	Nicola Edwards
<b>Website</b>	<a href="https://www.williambyrd.school">https://www.williambyrd.school</a>
<b>Dates of previous inspection</b>	5 and 6 December 2019, under section 5 of the Education Act 2005

## Information about this school

- The current headteacher was appointed in September 2022.
- The school is part of Middlesex Learning Partnership.
- The school does not make use of any alternative provision.
- The school runs its own breakfast and after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other members of staff.
- Discussions were held with members of the trust board, including the chair of trustees. Inspectors also spoke with members of the local governing body and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, history, mathematics, physical education and science. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of pupils, parents and staff were gathered both through discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Jayne Jardine	Ofsted Inspector
Sabrina Edwards	His Majesty's Inspector
Helen Rai	Ofsted Inspector

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