

Hathaway Primary School

Hathaway Gardens, Ealing, W13 0DH

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leaders and governors have not ensured that teaching and achievement are good over time for all groups of pupils. This includes those supported through additional funding.
- Systems to manage the performance of staff are not fit for purpose.
- Leaders have not done enough to ensure all groups of pupils have an equal opportunity to succeed. This includes the most able and pupils learning English as an additional language.
- Subject leaders lack the expertise necessary to be successful in raising standards.
- Leaders do not analyse incidents of unacceptable behaviour and low attendance patterns of different groups of pupils. This prevents them from putting into place targeted plans to secure improvements in these aspects.
- The school lacks an accurate picture of children's attainment either on entry to, or on exit from, the Early Years Foundation Stage. In addition, leaders do not have a clear view of children's progress in Nursery and Reception classes.
- Pupils' attainment is too low. It is well below average in reading, writing and mathematics at the end of both Key Stages 1 and 2
- The curriculum lacks breadth and balance. Provision for the creative arts is limited. There are not enough opportunities for pupils to practise their literacy and numeracy skills in different subjects. Pupils have too few opportunities to learn about different faiths and cultures.
- The quality of teaching is too variable to ensure good learning for most pupils. When pupils are not interested in their learning, they sometimes become inattentive and misbehave. Teachers do not know how to assess pupils' work accurately so do not always plan and set work for them at the right level.
- The marking of pupils' work does not always let them know how to improve. As a result, pupils do not routinely act on teachers' comments and make the necessary corrections.

The school has the following strengths

- Support staff are well briefed to support disabled pupils and those with special educational needs. As a result, most make better progress overall than other groups of pupils.
- Attendance has improved and is now broadly average. Pupils mostly feel safe.
- Extended sports provision has widened pupils' participation in a range of new sports.

Information about this inspection

- Inspectors observed teaching in 20 lessons, six of which were jointly observed with the executive headteacher, the head of school and the assistant headteacher. Inspectors undertook a series of short visits to other lessons across the school and listened to pupils read.
- Meetings were held with staff and pupils. The lead inspector met with the Chair of the Governing Body and another governor, as well as a representative from the local authority.
- Inspectors took account of the 37 responses to the online Parent View survey as well as the views of the parents they met. Inspectors also considered the 19 responses to the staff questionnaire.
- Inspectors scrutinised a range of documentation, including national test results and the school's own information about pupils' achievement. Inspectors also took into account the school's self-evaluation, improvement plans, safeguarding policies, and records and documents relating to staff performance.

Inspection team

Lesley Leak, Lead inspector

Additional Inspector

David Gutmann

Additional Inspector

Maura Docherty

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school should not appoint newly qualified teachers.

Information about this school

- This is larger than the average sized primary school, with two forms of entry in each year.
- The proportion of pupils who are supported through the pupil premium is much higher than the national average. This additional government funding is for children in care and for pupils known to be eligible free school meals.
- A very high proportion of pupils are from minority ethnic heritages.
- The proportion of pupils speaking English as an additional language is well above the national average. About 10% of this group are at an early stage of learning to speak English.
- Many pupils join and leave the school at various points other than at the usual times.
- The proportion of disabled pupils and those with special educational needs supported at school action is above the national average. The proportion supported at school action plus or who have a statement of special educational needs is also above average.
- The school does not meet the government's floor standards, which set the minimum expectations for the pupils' attainment and progress in English and mathematics.
- Following a period of high turnover of staff at senior level, an interim executive headteacher has been appointed to lead the school from April 2014 to December 2014.
- A new Chair of the Governing Body took up office in February 2013.

What does the school need to do to improve further?

- Rapidly improve the quality of teaching in all classes to raise achievement across the school, by ensuring that:
 - teachers plan learning at the right level for all which builds on what pupils already know and can do
 - teachers' expectations of what pupils should achieve in lessons are higher, especially for the most able
 - disabled pupils, those with special educational needs and those learning English as an additional language receive the required support to enable them to learn well
 - the marking of pupils' work provides clear guidance on how to improve
 - pupils are routinely given the opportunity to act upon teachers' comments and to make corrections
 - the work teachers set enables pupils to learn well, so they concentrate and do not become distracted and misbehave
 - the activities chosen by children in the Nursery and Reception classes enable them to deepen their learning.
- Raise pupils' attainment throughout the school, including for those supported through additional funding, by ensuring that:

- pupils are given challenging targets which are regularly reviewed
- pupils' work is accurately assessed in all classes
- pupils' progress is closely checked so that any at risk of underachieving are quickly identified and action is taken to secure improvement.

■ Improve leadership and management at all levels, by ensuring that:

- leaders have an accurate picture of children's attainment on entry to and exit from the Early Years Foundation Stage classes
- staff performance is measured against rigorous targets linked to the quality of teaching and rates of pupil progress, with swift action taken by leaders if progress is not good enough
- establishing effective systems for dealing more quickly with any incidents of bullying
- there is a rigorous analysis of any incidents of unacceptable behaviour and of patterns of attendance of different groups of pupils to inform actions to secure improvement
- subject leaders are trained to check effectively on the quality of teaching and achievement in their areas and to hold staff robustly to account for their performance
- the curriculum is improved to include creative arts subjects
- pupils have more opportunities to practise their reading, writing, mathematical and information and communication technology (ICT) skills in different subjects
- the information about pupils' performance shared with parents is accurate .

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils' achievement over time is inadequate throughout the school and in all year groups. Attainment in reading, writing and mathematics is significantly below average at both Key Stages 1 and 2. The most able pupils and those pupils learning English as an additional language achieve poorly. This is especially the case for those new to speaking English.
- The school lacks an accurate picture of children's attainment either on entry to the Nursery or on leaving Reception. Records of children's progress are incomplete, making it difficult to check the progress individual children make over time, in different areas of learning.
- In many classes, work is often not assessed accurately and, as a result, pupils are given unsuitable targets for improvement. Pupils are unable to check accurately their own progress and do not always know what they have to do to reach the next level. Teachers' knowledge of pupils' achievement and their potential is flawed. Consequently, parents receive inaccurate information about how well their children are doing.
- By the time they leave Year 6, not enough pupils make good progress in mathematics and writing. This is because teachers' expectations of what pupils should achieve in writing and mathematics are not high enough. For example, in a Year 3 mathematics lesson about adding together different weights of shopping items, some pupils lost concentration because the work was not pitched at the right level. Work in mathematics books reveals a number of gaps in their learning. Moreover, it is clear that the most able pupils have not been challenged well enough over a long period of time.
- The results of the national phonics check (sounds and letters) for six-year-olds in 2012 and 2013 were well below average. This weakness is being tackled, for example in Year 1 with improved teaching and with work set at the right level. Although more pupils are expected to do better in the phonics check in 2014, data shows this will still be below average.
- Pupils supported through additional funding make similar progress in English and mathematics to their peers in school. By the end of Year 6 in 2013, the attainment of this group of pupils in English and in mathematics was as low as others in the school. It was a term behind similar pupils in other schools in both English and mathematics. Although funding has been spent on providing additional support for eligible pupils in English and mathematics, the school has not always identified their needs soon enough.
- Most disabled pupils and those with special educational needs make slightly better progress in English and mathematics compared to others by the time they leave Year 6. However, their attainment in these subjects, alongside that of those pupils who are learning English as an additional language, remains low.

The quality of teaching

is inadequate

- The quality of teaching is inadequate because it is too variable in quality and not strong enough to improve the progress of underperforming groups. Teachers lack accurate information about what pupils know and can do. This prevents them from planning activities at the right level that build on what pupils have already learnt.
- Expectations of what pupils can achieve are too low. This is especially the case for those learning English as an additional language and the most able.
- The quality of teaching in the Early Years Foundation Stage is also not consistently effective. Activities that are led by adults, more successfully promote learning than those chosen by the children. When children choose the activities, their thinking and ideas are neither questioned nor deepened. For example, when children in the Nursery were playing with wet soil or shaving foam, opportunities to extend their learning were not exploited well. In this activity, children lacked direction.

- Teachers' marking does not always provide clear guidance about how pupils can improve their work and reach their next target. Pupils do not have enough chance to act upon the teachers' comments and to correct their mistakes. They also have few opportunities to build upon what they have learned.
- Where work is set at the right level, pupils get on with their work well and are excited about the tasks set. However, when this is not the case, some pupils lose interest and are distracted.
- The learning of disabled pupils and those with special educational needs benefits from extra support from additional staff, who are well briefed.
- Pupils with English as an additional language are not always effectively supported to do well. Sometimes, teachers and other staff do not routinely check that they fully understand the reading material they are given.

The behaviour and safety of pupils requires improvement

- The behaviour and safety of pupils require improvement. A minority of pupils have a tendency to become distracted and disrupt the learning of others when learning activities fail to interest them.
- Pupils, parents, staff and governors told inspectors that the school's behaviour policy is having a positive effect on improving behaviour over time. Following a period of high staff turnover at senior level, standards of behaviour had deteriorated. There are limited records to show the impact of actions to improve behaviour but the school asserts that the number of behavioural incidents have decreased since September 2013. Strong indications of improved behaviour were seen during the inspection. For example, most pupils behaved extremely well when inside during a wet playtime, on the playground, and at lunch times.
- Pupils generally work harmoniously together and they have good social skills. Many are confident speakers. They are respectful towards adults and polite and courteous to visitors.
- Pupils value the many opportunities to take on roles and responsibilities such as school councillors, sports leaders and librarians. These activities make a valuable contribution to improving pupils' skills and well-being.
- The school's work to keep pupils safe and secure requires improvement. A few pupils and parents say that while infrequent instances of bullying are usually dealt with, the school could act more quickly to tackle them. Although some pupils told inspectors about some outdoor areas where they feel less safe, this issue has been addressed very recently.
- Attendance has improved and is broadly average. There is an improving trend of attendance for pupils whose attendance has not been good in the past. However, the school has not analysed the rates of attendance of different groups of pupils to see if any further action or improvements are needed.

The leadership and management are inadequate

- Leadership and management are inadequate because leaders have not done enough to improve teaching and raise achievement. Leaders have not ensured that all groups of pupils have an equal opportunity to succeed. As a consequence, the school's overall effectiveness has declined significantly since its previous inspection.
- Subject leaders are not trained well enough in making checks on the quality of teaching and its impact on pupils' progress or on holding staff to account for pupils' progress. Consequently, too many members of staff are unclear about how to accurately assess pupils' work or plan for the pupils' next steps in learning.
- Systems for managing staff performance are not developing better teaching. Information gathered from observing teaching and checks on pupils' work have not been used well by leaders to challenge or support teachers in how to improve.
- Systems for making checks on the school's work are weak. Leaders do not have robust systems

for analysing information about pupils' behaviour, attendance or achievement, in order to secure improvements.

- The range of subjects taught does not provide pupils with good breadth and balance. For example, there are limited opportunities for music, art and drama. Planning does not promote high enough standards in English and mathematics. There are insufficient opportunities for pupils to practise their reading, writing, mathematics and ICT skills in a range of subjects.
- In assemblies pupils have time for reflection and they learn about morality. Pupils' develop their social skills when they work together. There is some promotion of learning in the creative arts through after-school clubs, but there are few opportunities to learn about and celebrate different cultures and faiths.
- The school has used additional sports funding well to improve physical education and to train staff through its partnership with a neighbouring secondary school. A sports coach is employed to support the sports provision at the school and to run after-school sports clubs. As a result, the girls' football team has been especially successful in competitive events.
- The local authority has provided a high level of support for the school since September 2012. This has included additional time from consultants, monitoring reviews, the recruitment of an effective Chair of the Governing Body and the appointment of an interim executive headteacher.
- The highly experienced interim executive headteacher has made a strong start. The senior and middle leadership teams are already learning from practitioners and leaders at the partner school. All staff are highly motivated to make the necessary improvements. However, it is too early to see evidence of their impact upon standards so the school's current capability for making improvement is unproven.
- **The governance of the school:**
 - The governing body has not ensured that pupils receive an acceptable standard of education at the school. They have failed to ensure that necessary improvements have had sufficient impact upon raising standards.
 - The governing body checks on the effectiveness of the school's use of the pupil premium. It is aware that this group of pupils is not achieving any better than other pupils and that gaps are not closing fast enough.
 - Since November 2013, governors have sought out reliable external evaluations of pupils' achievement and the quality of teaching. This is because leaders' judgements of the school's performance were too generous. The findings of these external reports have been used to begin to challenge leaders on shortcomings. With support from the local authority, this has started to lead to more decisive action by the governing body. The appointment of an interim executive headteacher has begun to benefit the school, although it is too early for significant impact to be seen.
 - Following the identification of some shortcomings, governors have ensured safeguarding arrangements meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101914
Local authority	Ealing
Inspection number	439826

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	405
Appropriate authority	The governing body
Chair	Bharat Manya
Executive headteacher	Lucy Rodgers
Date of previous school inspection	13–14 July 2010
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