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Ms Lucy Rodgers
The Interim Executive Headteacher
Hathaway Primary School
Hathaway Gardens
Ealing
London
W13 0DH

Dear Ms Rodgers

Special measures monitoring inspection of Hathaway Primary School

Following my visit to your school on 7 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in May 2014.

Evidence

During this inspection, meetings were held with the interim executive headteacher, the head of school, groups of teachers, middle leaders and pupils, the Chair of the Governing Body and two other governors, and two senior representatives of the local authority. You gave me a tour of the school during which we visited each classroom. I also reviewed the school's single central record of recruitment checks, as well as other documents relating to the school's work. The local authority's statement of action and the school's action plan were evaluated.

Context

Four teachers have left the school since the inspection, with their replacements taking up posts this academic year. A new leader of the Early Years Foundation Stage has been appointed. The new Key Stage 1 leader has been promoted temporarily to her post. There have been some changes to support staffing,

including the appointment of a site manager. There has been a significant change in membership of the governing body, with the Chair and three other key governors having been appointed by the local authority. The interim executive headteacher's role finishes at the end of December 2014. Governors are currently recruiting to appoint a substantive headteacher.

The quality of leadership and management at the school

The interim executive headteacher has improved the clarity and coherence of the school's work. Everyone is now working towards the same aim and there is a sense of purpose about what needs to be achieved. Leaders have taken swift action to address many of the school's main priorities. There are early signs of this having a positive impact on the quality of teaching and pupils' progress. However, focus needs to be maintained to ensure that actions have a long lasting impact.

The school's plan tackles the areas identified in the previous inspection report. Success criteria are clear and planned actions identify who is responsible for leading each area of development, what support will be provided, and by whom. To improve the plan, leaders should include precise targets for pupils' achievement at key points during this academic year, as well as expected outcomes for the end of the next year. The local authority's statement of action identifies the support to be provided and the arrangements for overseeing the school's progress. The roles and responsibilities of those leading different aspects of support are defined clearly.

Local authority officers have provided a range of support for the school. Most significantly, the services of the interim executive headteacher and four experienced governors have been brokered. Teachers and leaders from a partner school, Wood End Infant School, are providing support for their counterparts at Hathaway Primary. Teachers value this support. The heads of both schools are working together to add detail to the development plans for English and mathematics in the light of the progress made to date. A new link officer has been appointed to work with middle leaders and to quality assure the meetings between leaders and teachers which evaluate pupils' progress. Other support has included the provision of training for teachers about the new computing curriculum. The local authority has established a series of half-termly meetings to check on the school's progress, challenging and supporting as necessary. These are attended by senior local authority officers, school leaders and governors.

Leaders have adapted the systems they use to collect and analyse information about pupils' achievement. Teachers have worked alongside teachers from the partner school and colleagues in other year groups to check the accuracy of information. As a result, the data are more reliable than in the past.

Changes to the requirements for teachers' marking have begun to improve its quality. Although teachers are clear about the role marking plays in improving pupils' achievement, there are some inconsistencies in its effectiveness across the school. Leaders check on the impact of the changes that have been made. For example, pupils' books have been reviewed to check that the new marking requirements are being met. Teachers receive individualised feedback on their practice, as well as tailored training and support as required. Teachers say that training is relevant and that, as a result, they are able to apply what they have learnt in the classroom.

Teachers are now clear about which pupils are eligible for the pupil premium, and detailed plans outline the support provided for each one. For example, several pupils attend the new nurture group which supports those who have difficulty engaging with their learning in the classroom.

Leaders have increased the amount of information provided to parents. Parents of disabled pupils and those with special educational needs now receive information about the support that is in place to help their children in school. Curriculum meetings have taken place this term to inform parents of what their children are learning about in school.

Leaders have introduced a new system to manage and reward pupils' behaviour. Consistent expectations throughout the school ensure that incidents of poor behaviour are followed up with pupils' parents as necessary. Pupils speak enthusiastically about 'going for gold' and say that there are now fewer interruptions to their learning.

Four governors, appointed in mid July, form the 'rapid recovery team'. Their experience, skills and knowledge mean that they are well placed to support and challenge the school, as well as to improve the quality of governance. There are plans to fill any remaining vacancies on the governing body. The governing body now meets monthly to evaluate the school's progress. Governors understand the school's key issues well and have taken action to review many aspects of the school's work. This includes checking the school's finances to make sure that spending is aligned with the aims of the action plan. The governors have visited the school to check first hand that progress is being made.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's action plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Director of Children's Services for Ealing. This letter will be published on the Ofsted website.

Yours sincerely

Jeremy Loukes
Her Majesty's Inspector