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19 March 2015

Mrs Patricia Yardley  
Interim headteacher  
Hathaway Primary School  
Hathaway Gardens  
Ealing  
London, W13 0DH

Dear Mrs Yardley

### **Special measures monitoring inspection of Hathaway Primary School**

Following my visit with Fatiha Maitland, additional inspector, to your school on 17–18 March 2015, 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 previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in May 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

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

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

Yours sincerely

Jeremy Loukes  
**Her Majesty’s Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in May 2014**

- 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
  - effective systems are established to deal 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.

## **Report on the second monitoring inspection on 17–18 March 2015**

### **Evidence**

Inspectors held meetings with the interim headteacher, deputy headteacher, and acting and interim deputy headteachers. Meetings were also held with middle leaders, the Chair of the Governing Body and two representatives of the local authority. Inspectors met with a group of pupils, including members of the school council, the head boy and head girl. Inspectors also spoke to other pupils in the playground and during lessons. Short visits to classrooms were made jointly with senior leaders. A range of documentation was reviewed. This included the school's record of recruitment checks, the school's development plan, records of the school's monitoring of the quality of teaching, and records of local authority officers' visits to the school. An inspector spoke with parents at the start of the school day.

### **Context**

There have been, and continue to be, changes to the school's senior leadership. The executive headteacher left the school in December 2014. The governing body has appointed an interim headteacher until December 2015. The previous substantive deputy headteacher, who acted as head of school until December 2014, reverted to her former role in January 2015, but with responsibility for Early Years and Key Stage 1. She is leaving the school at the end of this term. An additional interim deputy headteacher has been appointed with responsibility for Key Stage 2. An assistant headteacher began maternity leave in December 2014. An assistant headteacher is acting in the role of deputy headteacher with responsibility for assessment, special educational needs, behaviour, and attendance until September 2015. A Year 2 teacher has left the school and following a period of instability, during which several supply teachers taught the class, an appointment has been made until the end of the academic year.

### **Achievement of pupils at the school**

The school's information about children's achievement in the Early Years Foundation Stage suggests that outcomes this year will be broadly in line with 2014 national averages for most areas of learning. Data suggests that pupils' performance in the Year 1 phonics check will exceed last year's score, although it will remain below last year's national average. Similarly, this year's Key Stage 1 performance is predicted to improve on last year's. However, the school's information about the achievement of pupils in Key Stage 2 is less optimistic. A significant amount of targeted support is in place to enable pupils to reach their predicted levels. The gaps between the performance of disadvantaged pupils and others in school are generally small, with the exception of mathematics in Year 5, where disadvantaged pupils are approximately one year behind.

The accuracy of judgements about the level of pupils' work has improved. Local authority officers have worked alongside school leaders to check teachers' judgements about work throughout the school. These are now broadly accurate, although occasionally overgenerous. Leaders now have a clearer picture of children's attainment on entry to the Early Years Foundation Stage.

The system for collecting, managing and analysing information about pupils' achievement is not sufficiently robust. It does not allow leaders and teachers to make the best use of the data available. Too few members of staff have access to the data, resulting in information not being used effectively on a day-to-day basis. The staff, governing body and the local authority are aware of the disjointed nature of data management and are addressing the matter urgently by ensuring that training is provided for middle leaders and for all staff.

### **The quality of teaching**

At its best, teaching is clear and unambiguous because teachers have a thorough grasp of the concepts related to the lesson content and a clear picture of the intended learning. The strongest practice sees teachers asking well-judged questions to gauge pupils' understanding. Where misconceptions are identified they are addressed immediately, ensuring that no time is wasted. Where practice is weaker, questions are closed, resulting in shorter responses from pupils. This provides the teacher with little information about how well pupils understand, limiting their ability to provide the right support. Where teachers keep a close eye on how well pupils are learning during a lesson, they are able to add additional challenge as soon as pupils are ready. This increases the rate of pupils' progress. However, pupils sometimes work at the same level for too long because the teacher has not noticed that they are ready to move on.

Where teachers have an in-depth knowledge of subject content combined with a thorough appreciation of the order in which concepts should be taught, their teaching supports pupils' achievement well. Where this is the case, pupils, including the more able, are challenged effectively. On other occasions, teachers' subject knowledge limits their ability to pitch lessons at the right level. At its best, teachers' feedback to pupils is precise. It gives clear guidance about how to improve recently completed work, or how to apply what has been learnt, in subsequent tasks. This practice is generally strongest in teachers' feedback about pupils' writing. Where practice is less strong, marking comments do not challenge pupils sufficiently; they do not point out grammatical errors or poorly phrased sentences, nor expect pupils to correct or improve them.

### **Behaviour and safety of pupils**

Pupils are keen to learn and generally concentrate well in lessons. Pupils say that their lessons are rarely interrupted by misbehaviour. Parents spoken to during the inspection report that behaviour has improved significantly. Pupils say that they feel

more settled in school now that staffing is more stable and there is less reliance on short-term teachers. Systems to track pupils' attendance are now more rigorous, allowing the attendance of groups of pupils, and that of individuals, to be carefully tracked and analysed. Effective action, including taking a robust approach to lower term-time absence, has reduced the proportion of persistent absence. Fixed penalties have been issued in the most serious cases. Pupils are inspired to attend regularly by the rewards presented termly for 100% attendance.

### **The quality of leadership in and management of the school**

Improvements since the last inspection have led to a shift in the school's culture. Rightly, there is now a greater priority given to learning. This has had a positive impact on pupils' attitudes. Pupils spoken to during the inspection commented that their teachers now 'put more pressure on them' to learn. This urgency in bringing about change needs to gain momentum in order to result in the desired impact on pupils' achievement. Parents report improved communication, saying they appreciate the presence of the interim headteacher around the school.

The recently appointed interim headteacher and deputy headteacher have established themselves quickly and focused their attention on improving the quality of teaching. Teachers speak highly of the support they provide and of the impact it has had on their practice. The interim deputy headteacher provides tailored support to pupils in Year 6 whose progress needs accelerating. Detailed objectives set out the expectation of teachers' performance. These are clearly related to the amount of progress pupils are expected to make.

The profile of middle leaders has been raised. They now play a more effective role in improving the quality of teaching. They check teacher's planning, giving helpful feedback about strengths and areas for development. Leaders and governors have correctly identified the need to prioritise the provision of support for teaching in Key Stage 2. Clear plans are in place to work in collaboration with a local primary school graded outstanding at its last inspection. Alterations have been made to teachers' timetables to allow reciprocal visits to the partner school to observe, and then apply, best practice.

A new curriculum, taking into account the requirements of the new National Curriculum, has been implemented. As a result, the creative arts now have a higher profile. Pupils report that they enjoy the creative aspects of the new curriculum, particularly the visits which enhance learning in each topic. During the inspection Year 5 classes visited the William Morris Gallery as part of their topic on the artist William Morris. Provision in music has improved, with all pupils in Years 3 and 4 learning the recorder, Year 4 pupils preparing for arts awards, and a choir meeting weekly after school.

The governing body has a good understanding of the issues facing the school and a clear view of what needs to be done. The Chair of Governors provides clear and

determined leadership, holding leaders to account through regular visits to the school. The governing body has taken decisive action to ensure that there is sufficient leadership capacity and that it is of high quality.

### **External support**

A senior local authority officer attends each governing body meeting as well as half-termly meetings with governors and school leaders. As a result, she has a clear and up-to-date picture of the school's progress. The local authority is aware of the need for urgent support to improve the quality of teaching in Key Stage 2. It has brokered support from a local outstanding school which will commence in April. Support from the previous partner school was targeted at improving provision in the Early Years Foundation Stage, Key Stage 1 and lower Key Stage 2. This contributed to improved practice in these areas of the school, although some inconsistencies in quality remain. The local authority officer linked to the school has worked closely with school leaders to identify pupils most in need of support to raise their attainment.