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Harinder Rana
Head of School
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Ealing
London
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Dear Ms Rana

Special measures monitoring inspection of Hathaway Primary School

Following my visit with Caroline Oliver, Ofsted Inspector, to your school on 2–3 February 2016, 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 that have been taken since the school’s previous monitoring inspection.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection that took place in May 2014. The full list of the areas for improvement that 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:

Leaders and managers are taking effective action towards the removal of special measures.

The school may appoint up to two newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children’s Services for the London Borough of Ealing. This letter will be published on the Ofsted website.

Yours sincerely

Jeremy Loukes
Her Majesty’s Inspector

Annex

The areas for improvement identified during the inspection that 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
 - 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.

Report on the fourth monitoring inspection on 2–3 February 2016

Evidence

Inspectors observed teaching and learning in the majority of classrooms, jointly with either the head of school or the assistant headteacher with responsibility for teaching and learning. Discussions were held with the head of school, senior leaders, phase leaders and a group of teachers and support staff. Meetings were also held with a representative of the local authority, and with two governors including the Chair of the Governing Body. Inspectors met with a group of Year 6 pupils and spoke with other pupils during lessons and breaktimes. The 11 responses to Parent View, Ofsted's online questionnaire, were taken into account, as were the opinions of those parents who shared their views with inspectors at the beginning of the school day. Documents relating to pupils' achievement, the local authority's support for the school, governance and safeguarding were scrutinised.

Context

Since the last inspection, the assistant headteacher with responsibility for teaching and learning has left the school. A new post holder took over this role in January 2016. The special educational needs coordinator began their role at the same time. Four teachers have left the school and two new teachers have been appointed. The two Year 5 classes have been merged due to the number of pupils in that year group having decreased. Since January 2016, the early years provision has combined the Nursery and Reception classes, which now share the same accommodation. A consultation is currently underway in relation to the school's proposed change of status. It is proposed that the school will become an academy within the Grand Union Multi-Academy Trust on 1 June 2016.

The effectiveness of leadership and management

The head of school has achieved an effective balance between increasing the momentum of change, and ensuring that changes to policy and practice are fully embedded and understood. There is a greater coherence to the school's work. Leaders at all levels are united in their approach to school improvement. The head of school has retained the support of the school community and motivated leaders and teachers to keep up the pace of improvement. The combination of her composed, focused approach and her thorough understanding of what constitutes high-quality teaching has been effective in challenging and supporting teachers to improve their practice. Staff turnover remains a challenge for school leaders as they continue to secure consistently high-quality teaching and a stable staff. The head of school has continued to raise expectations of teachers and has not tolerated poor performance.

The appointment of the assistant headteacher with responsibility for teaching and learning, has added valuable expertise and experience to the senior leadership team. Senior leaders make accurate judgements about the quality of teaching and its impact on pupils' learning. They identify clear areas for improvement, giving clear advice about how to bring these about. Teachers value the feedback they receive about their practice. They are motivated to improve the quality of their teaching and are keen to receive guidance. Phase leaders continue to increase their effectiveness. Their regular monitoring of teachers' plans and their scrutiny of the work in pupils' workbooks allows them to take greater responsibility and hold teachers to account for pupils' progress. The strengthening of leadership at this level is expanding leadership capacity and increasing the rate of the school's progress. However, phase leaders have not had the opportunity to visit lessons to see teaching and learning in their colleagues' classrooms for themselves.

The governing body maintains a close eye on the school's progress and the measures leaders are taking to sustain the school's improvement. Recent appointments to the governing body have widened the range of expertise available to both support and challenge the school. Governors have ensured that the work relating to the proposed change of the school's status has not detracted from leaders' core focus on improving the quality of teaching and learning.

Training for staff has included coverage of a variety of pertinent safeguarding topics including 'Prevent' and female genital mutilation. Staff have a good understanding of their responsibility to act should they have concerns over pupils' safety. They are acutely aware of the potential risks associated with extremism and are attuned to the signs which may suggest that pupils are at risk.

Through the robust approach to tracking pupils' progress, leaders have a good understanding of which pupils may have fallen behind. They also have a clear picture of the needs of pupils with special educational needs or disabilities. Pupils in these groups receive small-group or individual support. However, there is not a sufficiently robust system in place to check the impact of this support. This results in leaders being unclear about the effectiveness of each intervention.

Parents spoken to during the inspection, and those who have responded to Parent View, Ofsted's online questionnaire, have a growing appreciation for the school's work. They explain that their children settle quickly into school and that suitable provision is made for pupils who have special educational needs or disability, for example through support from therapeutic services.

Quality of teaching, learning and assessment

Although, overall, the quality of teaching is improving, variability in its quality remains. Where teaching is most effective, teachers pose thought-provoking questions either during lessons or in the feedback they record in pupils' workbooks. Where teachers ask searching questions of pupils and follow up pupils' initial

responses with further discussion, pupils explore concepts in greater depth. However, this practice is too infrequent and pupils generally have too few opportunities to tackle concepts in depth.

In many cases, teachers' subject knowledge is strong, enabling them to reinforce pupils' understanding, using subject-specific terminology, and guide them skilfully over barriers to their learning. In some cases teachers adapt lessons and sequences of lessons to address the issues pupils find difficult. For example, noting that pupils had become confused as a result of columns in addition calculations not being correctly aligned, the teacher repeated the activity the following day, emphasising the need for precision in the layout of calculations. However, sometimes pupils move from one topic to the next without having fully understood the former. Consequently, they do not establish a good grasp of the basic concepts on which to base their subsequent learning. Teachers do not always make the best use of assessment information available to them. They do not always consider pupils' prior knowledge and skills sufficiently when planning work, nor check pupils' progress during lessons sharply enough to enable them to act quickly if they realise a pupil does not understand. This is sometimes due to teachers following a series of planned lessons rather than adapting their approach in response to pupils' changing needs. Recent changes to the approach to the teaching of writing have begun to address this well. Teachers begin a series of lessons by assessing pupils' knowledge and understanding of the features of a particular genre of writing. Pupils know that their teachers analyse this writing to establish which skills require development. Subsequent work addresses the features of writing requiring attention. The series of lessons culminates with pupils writing a piece of text allowing them to apply their prior learning. This approach is leading to pupils gaining a deeper understanding of the application of key skills and higher-quality end products.

Practical resources are now used more widely in the teaching of mathematics to support pupils' conceptual understanding. However, pupils do not always receive enough challenge or opportunity to apply what has been learnt. For example, pupils learn how to carry out a variety of calculation methods but have few opportunities to put their skills into practice to solve problems. There is insufficient emphasis on the development of pupils' reasoning skills and as a result, pupils often find it difficult to explain concepts.

At its best, teaching is characterised by teachers' high expectations, strong subject knowledge and well-planned and well-resourced lessons.

Personal development, behaviour and welfare

The school's records indicate that poor behaviour continues to be rare. However, when it is encountered, a thorough record is kept, noting the views of those involved and the actions taken to resolve any issues. It is becoming the norm that pupils greet visitors with 'good morning' or 'good afternoon'. This is indicative of the changing culture of the school community; pupils are developing a more mature

and considered approach to school and to their learning. A continuing focus on pupils' presentation is leading to improved handwriting.

Outcomes for pupils

Teachers' raised expectations of pupils' writing have had a clear impact on the quality of their work. Pupils are beginning to apply the skills that they have been taught discretely. This is the case both in English lessons and for writing completed in other subjects. Leaders are aware that to improve pupils' writing further, even closer scrutiny of pupils' work is required to enable all pupils to achieve their potential. Leaders have given careful consideration to the way they assess pupils' work now that National Curriculum levels have been removed. Externally marked, standardised tests have been utilised to help moderate teachers' judgements about pupils' attainment. The school's assessment information indicates that there is no significant difference between the achievement of disadvantaged pupils and others in school. Although variable across the year groups, pupils with special educational needs or disability make similar progress to others from their starting points.

External support

The training provided by the local authority officer who supports the school has been effective in increasing the leadership skills and confidence of phase leaders. As a result, they are better able to hold teachers to account while providing the support that they need. They have a more detailed understanding of pupils' performance and demonstrate a significantly greater degree of independence than previously noted. A local authority officer continues to attend governing body meetings and undertakes termly reviews to track the school's improvement.

Similarly, helpful visits to the partner school by phase leaders and those leading English and mathematics provided an appreciation of the importance of adopting a consistent approach to implementing policies. Visits also exemplified the importance of maintaining high expectations. Work with the partner school has now ceased as the capacity of leaders has increased.