

Hathaway Primary School

Hathaway Gardens, Ealing, London W13 0DH

Inspection dates

26–27 April 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' outcomes at the end of Year 6 are too low. Pupils make insufficient progress from their starting points to ensure that they are well prepared for the next stage of their education.
- The quality of teaching, learning and assessment is variable. It does not have a consistently strong impact on pupils' outcomes.
- Although improving, pupils' attendance is below the national average.

The school has the following strengths

- Strong leadership has brought about significant improvement and provided clear direction in the period since the headteacher's appointment.
- The capacity of leadership has grown quickly through the effective training of phase leaders.
- The governing body provides highly effective support and challenge to school leaders. It has demonstrated great commitment and determination since the previous inspection.
- Children get off to a good start in the early years. Outcomes at the end of the Reception Year have risen for the past three years.
- Results in the Year 1 phonics screening check have risen consistently over the last three years.
- Pupils behave well and engage productively with each other and staff. They have a growing sense of personal responsibility and an increasing awareness of the value of their education.
- Arrangements for safeguarding pupils are effective. Robust systems are in place to record and report concerns about pupils' welfare.
- Parents speak highly of the school's work. They value the changes made by leaders.

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Ensure that leaders' well-judged improvement plans effectively sustain the pace of improvement so that pupils' outcomes and the quality of teaching, learning and assessment are consistently good.
- Improve the quality of teaching, learning and assessment so that pupils' attainment continues to rise rapidly by ensuring that:
 - good practice is shared effectively within the school
 - teachers use assessment information effectively so that pupils' work provides the right level of challenge, particularly for the most able
 - teaching assistants are deployed effectively
 - feedback to pupils is precise and leads to marked improvement in the quality of pupils' work
 - teachers' questions probe pupils' understanding more deeply.
- Ensure that the recent improvement in attendance is sustained so that it rises to be in line with the national average.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher's determination to bring about school improvement has inspired and united staff. In the relatively short time since her appointment, she has brought about significant change. She has gained the respect of pupils, staff, governors and parents. Ably assisted by the assistant headteacher, she has established a culture in which the focus of everyone's work is on improving pupils' outcomes.
- Senior leaders have an accurate understanding of the school's strengths and weaknesses. Their understanding of what constitutes effective teaching enables them to provide clear and detailed feedback to staff about their practice. Staff value the advice they receive. Leaders' clear guidance and practical suggestions have been effective in improving the quality of teaching, learning and assessment. This advice and guidance motivates teachers to be reflective about their practice.
- Significant investment in training has led to an increase in the capacity of middle leadership. Good use has been made of the expertise of more experienced leaders to support those newer to their roles. The raised profile of phase leaders enables them to make accurate judgements about the quality of teaching. They use a variety of techniques to assess the effectiveness of teaching including checking the quality of work in pupils' books, scrutinising teachers' planning, considering pupils' outcomes, and observing teaching and learning during lessons.
- The local authority has sustained its support for the school and monitored its progress closely since the previous inspection. An adviser has been deployed highly effectively to develop leadership skills, particularly of those staff more recently appointed.
- Leadership of special educational needs is strong, with the leader having completed nationally accredited training. She has prioritised work appropriately and has clear plans in place for the forthcoming year.
- Leaders have taken steps to ensure that judgements about pupils' achievement are accurate. A combination of internal teacher assessment and externally marked tests gives them a clear picture of how well individuals and groups of pupils are doing. They have made good use of the interim assessment guidance issued by the government in making judgements about pupils' attainment in the light of the removal of national curriculum levels. Undertaking activities with personnel from other schools and with local authority colleagues has also contributed to the increased accuracy of teachers' judgements.
- Leaders have made changes to ensure that the curriculum meets pupils' needs. It is indicative of leaders' robust approach to evaluating the effectiveness of the school's provision that they have begun work to further enhance the curriculum, in partnership with parents and other stakeholders. Records of leaders' observations of teaching demonstrate the value they give to ensuring that learning is relevant, interesting and matched to pupils' interests. Pupils enjoy the range of visits to museums and places of interest, which support their learning beyond the school. One pupil explained the purpose of the spines on a cactus to illustrate what he had learned during a trip to Kew Gardens. Another spoke confidently about making shadow puppets following a visit to the toy museum.
- The pupil premium is spent effectively. Although disadvantaged pupils have achieved less well than others in the past, they are currently making progress at the same rate or more quickly than others in school. These pupils' progress is tracked carefully with leaders ensuring that prompt action is taken to address any underperformance.
- The primary school physical education and sport premium is spent wisely, taking account of the importance of ensuring that the spending has a lasting benefit. The profile of, and enthusiasm for, sport have increased, contributing to improved pupils' attitudes. The range of competitive sporting activity has increased as has the emphasis on the importance of living a healthy lifestyle.
- **The governance of the school**
 - Since the previous inspection, the governing body has demonstrated determination and skill in leading school improvement. Governors have kept pupils at the heart of their work and have not been afraid to make difficult decisions. Expertise in a variety of relevant fields is put to good use in providing support and challenge to school leaders.
 - Governors play a highly effective role in the strategic development of the school. They challenge school leaders rigorously, with regular communication ensuring that governors are fully informed and able to evaluate the effectiveness of improvement work.
 - Arrangements to ensure a smooth transition to academy status have not detracted from governors' oversight of the school's work.

- Governors keep a close eye on safeguarding records to ensure that recording requirements are met. Their regular checks reassure them that recruitment procedures are followed correctly.
- The arrangements for safeguarding are effective. Staff are acutely aware of the procedures they should follow should they have concerns about a child’s welfare, or about any member of staff’s conduct. Staff are well trained to notice changes in pupils’ behaviour and identify any signs that suggest they may be susceptible to radicalisation. Training related to ‘Prevent’, the government policy to tackle extremism and radicalisation, and female genital mutilation has been effective in raising awareness of these topics. Staff adopt a proactive approach with a clear focus on preventing harm. Detailed records are kept of the work to support pupils and their families, and of the liaison between school and the various agencies which support them. The parent support adviser’s thorough knowledge of the arrangements to escalate concerns to the local authority ensures that timely support of the right kind is made available to pupils and their families.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment is variable throughout the school.
- Teachers do not consistently use their knowledge of what pupils already know and can do when planning lessons. Where this occurs, it results in pupils’ work being either too easy or too hard. On occasions, they repeat work of a similar complexity to that they have previously done.
- Scrutiny of the most able pupils’ work shows that they rarely have to struggle with new concepts and that they are not sufficiently challenged by their work. This limits the progress they make.
- Teachers’ use of questioning during lessons is variable in quality. At its best, it makes pupils think deeply about the concept being taught. On other occasions, it is superficial and does not encourage pupils to explore their learning in depth.
- Where teachers give clear feedback about how pupils can improve their work, evidence of significant improvement can be seen in pupils’ books. However, on too many occasions feedback lacks precision and does not lead to noticeable improvement in the quality of pupils’ work.
- Where teachers have a thorough grasp of subject knowledge, teaching is highly effective, with teachers skilfully dealing with pupils’ misconceptions and any questions they ask. Where subject knowledge is weaker, teaching is less clear leading to pupils gaining a sketchy understanding of fundamental concepts.
- When deployed effectively, teaching assistants enable pupils who have special educational needs or disability to access the lesson effectively. They ask the right questions and provide nurturing support and guidance. However, in too many lessons, teaching assistants’ time is not used well to support pupils’ learning.
- Use of practical resources supports pupils’ conceptual understanding in mathematics. Pupils have an increasing number of opportunities to apply the skills they have learned in solving mathematical problems. Similarly, pupils are increasingly expected to justify their answers by explaining how they have solved problems.
- Phonics is taught well and, as a result, pupils are keen to apply their phonics knowledge to tackle the unknown words they come across. In recent years, the proportion of pupils attaining the expected standard in the Year 1 phonics screening check has increased significantly.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is good. The improved culture now sees pupils greeting visitors politely with ‘good morning’ or ‘good afternoon’ and being keen to discuss their school. Pupils’ sense of personal responsibility has increased significantly. The school’s values of respect, tolerance, determination and self-belief are increasingly evident in pupils’ attitudes.
- Pupils’ attitudes to their work are positive. They are keen to learn. On the few occasions when their attention wanders, it is due to the quality of teaching not engaging them sufficiently.

- Pupils speak confidently about the various systems in place to keep them safe in school. They have a good understanding of e-safety and are aware of a range of strategies they can use to keep themselves safe online. These include not talking to strangers, choosing usernames to protect their identity and exercising care when searching for information on the internet.
- 'The Space' is a service available to pupils should they wish to discuss any concerns or issues affecting their emotional well-being. A clear and effective system of self-referral allows pupils to access support with ease.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well, moving about the school calmly and playing cooperatively during break and lunchtimes. Pupils choose from a wide range of activities at lunchtimes, including organised sports and playing drums and tambourines.
- The school's record keeping relating to poor behaviour is detailed. The increasingly rare occurrence of misbehaviour is followed up thoroughly and monitored to check that it does not re-occur. Pupils are confident that any concerns they report to staff will be dealt with promptly and effectively.
- In 2015, attendance was lower than the national average. The proportion of pupils persistently absent was significantly lower than average. During the current academic year, attendance has improved but is still lower than the national average. Awards are presented weekly to the class with the highest attendance.
- Parents spoken to during the inspection describe the improvement in pupils' behaviour and attitudes.

Outcomes for pupils

require improvement

- The improving quality of teaching is tackling the legacy of underachievement effectively.
- The proportion of children reaching a good level of development by the end of the Reception Year has risen for the past three years and is now broadly in line with the national figure. The school's assessment information indicates that this will rise to above the 2015 average this year.
- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check has risen for the past three years and is now above average. The school's assessment information indicates that it will rise again this year.
- Proportions of pupils reaching the expected level at the end of key stage 1 have risen steadily over the past three years but have remained below average. Outcomes at the end of key stage 2 have been below national averages in reading, writing and mathematics in recent years. In 2015, performance improved significantly in reading and mathematics, with higher than average attainment in the grammar, punctuation and spelling test. Although rising, the attainment of pupils currently on roll is generally below that expected for their age. This results in pupils not being well prepared for the next stage of their education.
- In 2015, the proportion of pupils making the expected progress between key stages 1 and 2 in reading, writing and mathematics was significantly below average. Scrutiny of the work in pupils' books shows that for pupils currently in school, progress is notable, although their attainment remains below age-related expectations in most year groups.
- In recent years, disadvantaged pupils have attained less well than others in school and others nationally. The school's information about the performance of pupils currently on roll indicates that these pupils are currently making progress equal to, or greater than, others in school.
- Pupils who have special educational needs or disability make similar progress to their peers because of the effective individual support they receive.

Early years provision

is good

- Leadership of the early years is strong. Detailed record keeping ensures that adults are clear about what children have achieved and about what they need to learn next. Teaching activities are selected accordingly with targeted teaching making sure that needs are met effectively.
- The judgements teachers make about what children achieve are carefully moderated by staff in school, by colleagues from other schools locally and by staff from the local authority. This ensures the accuracy of the school's assessment information.

- Writing is promoted effectively with children keen to make marks and practise what they have been taught. They are keen to put into practice their phonics knowledge, for example to read the names on inspectors' identity badges.
- Children sustain their concentration well because activities are relevant and well chosen to appeal to their interests. Both the indoor and outdoor areas are well organised, allowing children to develop their skills, knowledge and understanding in each of the areas of learning. They are well prepared for their learning in Year 1.
- Children have a good appreciation of what constitutes healthy eating. While reading 'The very hungry caterpillar', children discussed the sugar and fat content of lollipops and sausages respectively, concluding that they should not eat too much of either.
- Children move around the large outdoor area confidently, choosing from the wide variety of activities available. They concentrate on their chosen task, persevering when they come across challenges. Children solve minor disagreements between each other successfully and share resources fairly with their friends.
- Role play is used effectively to promote children's imagination and creativity. During the inspection, girls and boys worked well together in the area set up as a baby clinic, using a thermometer to take the baby's temperature and a stethoscope to check its heartbeat.
- Adults ask questions which encourage children to reflect and use their imagination, for example to think about where they are sailing to on the large wooden ship in the outside area. However, adults do not always make the most of these opportunities, suggesting responses before children have had a chance to fully consider the question.
- Parents speak favourably about the provision. They are pleased that their children feel, and are, safe, that they settle promptly and that their reading progresses quickly.

School details

Unique reference number	101914
Local authority	Ealing
Inspection number	10005409

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	295
Appropriate authority	The governing body
Chair	Denise Maloney
Head of school	Harinder Rana
Telephone number	020 8998 2479
Website	www.hathaway.ealing.sch.uk
Email address	office@hathaway.ealing.sch.uk
Date of previous inspection	7–8 May 2014

Information about this school

- The school is larger than the average-sized primary school.
- It is proposed that the school will become an academy within the Grand Union Multi-Academy Trust on 1 September 2016.
- The headteacher took up her post in September 2015 following a period of interim leadership arrangements. Both the assistant headteacher and the special educational needs coordinator took up their roles in January 2016.
- The school did not meet the government's current floor standards in 2015, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils who have special educational needs or disability is average.
- A larger proportion of pupils than average are entitled to support from the pupil premium, additional government funding to support the achievement of disadvantaged pupils.
- The proportion of pupils from minority ethnic backgrounds is well above the national average.
- The school meets requirements for the publication of specified information on its website.
- A breakfast club runs before school each weekday.

Information about this inspection

- Inspectors observed teaching and learning in each classroom, including both the indoor and outdoor early years areas, jointly with senior leaders. Inspectors looked at pupils' work during visits to lessons as well as undertaking a separate scrutiny of a sample of books from across the school.
- An inspector made a short visit to the breakfast club. Inspectors spoke with parents at the start of the school day and took account of the 11 responses to Ofsted's online questionnaire, Parent View, and of the school's own parent survey.
- Meetings were held with various members of staff including senior leaders, phase leaders, the special educational needs coordinator; a group of staff including teachers and teaching assistants, the sports leader and the parent support adviser. Inspectors also met with the chair and vice-chair of the governing body and a representative of the local authority.
- Inspectors observed pupils during break and lunchtimes, both outside and in the dinner hall. As well as speaking with pupils about their learning during visits to lessons, meetings were held with two groups of pupils to explore their views of various aspects of school. An inspector listened to pupils read and attended a celebration assembly.
- Inspectors scrutinised a range of documentation including that about safeguarding arrangements, pupils' achievement and the school's own evaluation of its work.

Inspection team

Jeremy Loukes, lead inspector

Nicholas Turvey

Her Majesty's Inspector

Ofsted Inspector

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