

# Hathaway Primary School

## Inspection report

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<b>Unique Reference Number</b>	101914
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	286219
<b>Inspection dates</b>	24–25 May 2007
<b>Reporting inspector</b>	Mike Thompson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	424
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Johnston
<b>Headteacher</b>	Mrs S Wilson
<b>Date of previous school inspection</b>	9 December 2002
<b>School address</b>	Hathaway Gardens Ealing London W13 0DH
<b>Telephone number</b>	020 8998 2479
<b>Fax number</b>	020 8810 7502

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Hathaway is a large primary school serving a culturally and socially diverse community which includes some areas of high deprivation. The proportion of pupils eligible for free school meals is three times the national average. Ninety per cent of pupils are from minority ethnic groups. This figure is over four times the national average. About a quarter of these pupils are in the early stages of learning to communicate in English. The proportion of pupils with learning difficulties and disabilities is above average. High proportions of pupils join or leave the school during the course of each year. A new headteacher took up her post very shortly before the inspection.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

The school has many significant weaknesses. These include inadequate leadership and management, teaching and learning, the curriculum, and the quality of academic guidance and support given to pupils. Provision in the Foundation Stage is not good enough. As a result of the wide-ranging inadequacy in the school's provision, pupils' achievement is unsatisfactory and their progress is generally slow.

In accordance with section 13(3) of the Education Act 2005, HMCI 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.

From the outset, children do not make enough progress in the Foundation Stage classes. Children's achievement is adversely affected by weaknesses in the ways in which they are assessed, and by inadequate use of these assessments to plan the curriculum. On entry to the Nursery, children's attainment is well below what is normally expected of three year-olds. In particular, many children have limited skills in communicating in English. By the time they move to Year 1 their attainment remains well below average. Progress in Key Stages 1 and 2 is erratic, and is unsatisfactory overall. This stems from teachers' insecure assessments of their pupils, and leads to inaccurate expectations of what pupils can achieve and tasks which are not pitched at the right levels. Sometimes the work provided for pupils is too hard and sometimes it is too easy. By the time pupils leave at the end of Year 6, standards remain below average overall.

For a number of years governors have failed to ensure that the performance management of teachers has been carried out. As a result, inadequacies in teaching have not been identified and addressed. A further consequence has been that teachers have not been helped to develop the skills necessary to enable them to carry out their roles as leaders. Weaknesses in the leadership and management of the Foundation Stage and provision for pupils with English as an additional language adversely affect achievement in these areas.

Pupils' achievement is also adversely affected by the shortage of resources in some areas. Teachers report that, on occasions, they themselves have purchased some of the items needed for their lessons. Accommodation in the information and communication technology (ICT) suite is unsatisfactory. Too many of the school's computers are old and unreliable, and there are too few of them to support pupils' learning. This situation is particularly unacceptable because a significant proportion of the funding allocated to the school has not been spent.

The new headteacher has a very clear view of what needs to be done to bring about the considerable improvements required. She has very quickly completed a thorough evaluation of the school's effectiveness and has judged it to be inadequate. Her impact on the day-to-day work of the school is welcomed by staff and parents. Very few parents returned the inspection questionnaires. Of those who did, one summarises the current situation well when writing about concerns over the use of supply teachers in previous terms. 'I was very concerned that the school failed to provide the necessary management overview of my child's class.....I am, however encouraged by what I have seen of the new headteacher in this regard.' The lack of good quality middle management, together with the weaknesses shown in managing the budget and in ensuring that legal requirements are fully met, show that the school does not yet have the capacity to bring about clear and sustained progress.

## What the school should do to improve further

- Make significant improvements to the quality of teaching and learning. Ensure that teachers provide appropriate challenges to pupils of all levels of attainment.
- Improve the quality of leadership overall, and specifically in relation to subject coordinators, the Foundation Stage, English as an additional language, and governance. Ensure that self-evaluation focuses sharply on the impact of initiatives on achievement and standards.
- Improve the quality and standards in the Foundation Stage.
- Improve resources, particularly in relation to provision for ICT.

## Achievement and standards

### Grade: 4

Standards are below average overall and achievement is unsatisfactory.

The achievement of children in the Foundation Stage classes is inadequate. This occurs because systems for checking on children's progress are weak and the curriculum does not respond quickly enough to their changing needs.

The pupils who are in the early stages of learning English do not make enough progress because their precise learning needs are not widely known by the adults who help them on a daily basis. This situation contrasts markedly with that of pupils with learning difficulties and disabilities (LDD). These pupils make satisfactory progress because their individual education plans give clear guidance to the teaching assistants who help them.

## Personal development and well-being

### Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils' behaviour is good in lessons but varies considerably when they are at play. The new behaviour policy is beginning to have an impact, but some pupils remain concerned about bullying and say that adults do not always deal with it effectively. Despite this, most pupils show a satisfactory enjoyment of school. This is reflected in the improving rate of attendance, which is now close to the national average. However, pupils are critical of some aspects of provision. They say, for example, that they would like to do more experiments in science as they find some of these lessons 'boring'. Members of the effective school council feel that their views are taken into account, and are proud of their influence on improvements to the quality of food on offer at lunchtimes and the 'healthy tuck-shop'. Learning about hazards to health, such as smoking, contributes to pupils' good understanding of healthy lifestyles. Pupils enjoy raising funds for charities, and make a satisfactory contribution to the community. However, they are inadequately prepared for the next stage of their education and to become life-long learners. They develop satisfactory personal and social skills, but are held back by their inadequate basic skills in numeracy, literacy, and ICT.

## Quality of provision

### Teaching and learning

#### Grade: 4

There are great inconsistencies in the quality of teaching. Although there are examples of good practice, there is not enough good teaching to raise standards. Too many lessons are inadequate. Most are calm and orderly because pupils respond to teachers' clear expectations of work and

behaviour. Teachers form good relationships with pupils, who are generally keen to please and to do well. The lively pace of the better lessons helps ensure that pupils sustain good levels of interest and make good gains in their learning. In other lessons, the pace is too slow. Pupils really enjoy lessons when they are fully involved, work collaboratively, or are able to do practical work. Where they spend too long listening to the teacher or working alone at a task, they become bored and their progress slows.

The major problem with teaching is that, in far too many lessons, the level of challenge is wrong. This occurs because teachers do not make enough use of information from previous assessments to plan pupils' work. Consequently, it is not pitched at different levels of difficulty in order to meet the needs of pupils. This situation is compounded by inaccuracies in teachers' assessments of the National Curriculum levels attained by their pupils. As a result, work is often either too easy or too difficult for many pupils. This particularly affects the progress of higher attaining pupils.

Teaching assistants give good support to pupils with LDD. This helps these pupils to make satisfactory progress, even when they find work difficult. However, the support given to bilingual pupils, particularly those who are new to English, is less well organised, and their progress is often too slow as a result.

## **Curriculum and other activities**

### **Grade: 4**

The curriculum makes secure provision to cover the content of different subjects, and has strengths in the arts. For example, good use is made of the skills of a specialist music teacher. The school also works effectively to draw on the range of cultures in the school to enhance pupils' understanding of different traditions. However, the curriculum is inadequate overall because of several major shortcomings. It does not cater sufficiently well for pupils' different needs. In particular, not enough is done to meet the needs of bilingual pupils. ICT provision is unsatisfactory. The ICT suite has insufficient ventilation to offset the heat generated by the computers. This means that, particularly in hot weather, pupils find it difficult to concentrate and their achievement is adversely affected. There is not enough equipment, it is unreliable, and problems often hamper pupils' progress. There are shortfalls in resources in a number of other areas. Some items of equipment and parts of the accommodation are rather shabby and do not help promote an ethos for learning. The curriculum in the Foundation Stage is inadequate. This is because information gained through day-to-day assessment is collated too infrequently and consequently planning does not always respond quickly enough to the needs of individual children. This situation stems from weaknesses in leadership and management.

## **Care, guidance and support**

### **Grade: 4**

Child protection systems and risk assessments are in place and are effective. Consequently, most pupils feel safe and secure in school. Satisfactory relationships with outside agencies help promote pupils' welfare. However, because the academic guidance and support given to pupils is weak, the quality of care, guidance and support is inadequate overall. Pupils' progress is periodically tracked, but because teacher's knowledge of National Curriculum levels is insecure, the data on which the tracking system depends is unreliable. Systems for assessing and inducting pupils new to the school are not effective enough.

Although many pupils know their targets, too many are unable to say what they mean or how they can achieve them. Teachers mark pupils' work regularly, but teachers' written comments do not always give the pupils enough guidance about precisely what they need to do to improve their work.

Pupils with LDD are given good guidance and support. However, the quality of help given to pupils new to learning English is inadequate. This stems from weaknesses in leadership. The adults who support pupils with LDD are better at identifying and planning for the needs of these pupils than for those new to learning English.

## **Leadership and management**

### **Grade: 4**

The new headteacher is fully aware of the magnitude of her task in tackling the backlog of underachievement in this school, and has produced a clear outline of the action required.

At present, the school's middle tier of management, provided by the subject leaders, is not good enough. This is because teachers do not have the necessary leadership and management skills. This stems from the lack of formal performance management in previous years. Discussions with some of the subject leaders showed that they are keen to develop their roles, but frustrated that they have not had the opportunities or guidance to do so. There are some pockets of emerging good practice, for example in the leadership provided in English.

Governance is unsatisfactory. Although governors know the school quite well and are supportive, they have failed to ensure that two key areas for which they are responsible have been properly managed. The legal requirements for the performance management of teachers have not been implemented, and the funds provided for the education of the pupils have not been well used.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	4
<b>How well are learners cared for, guided and supported?</b>	4

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

26 June 2007

Dear Pupils

Inspection of Hathaway Primary School, London, W13 0DH

On behalf of the inspectors who visited your school, I would like to tell you what we think about how well you are getting on and how well your school is helping you to learn.

There are a number of things that we like about your school. We were impressed by the work of your school council, we think that you know quite a lot about how to keep healthy, and we would like to say 'well done' to all of you who attend regularly. Your school's attendance rate has improved and is now about the same as most other schools. This is really important, because your teachers cannot help you to learn if you do not come to school regularly.

However, there are lots of things that your school needs to improve. You need to do better in your work. Your new headteacher knows this and has already worked out a clear plan to make sure that this happens. To help her, we have made some suggestions. We would like to see your teachers always make you think about your work by making sure that it is just right for you - not too hard and not too easy. We would like this to happen in all classes, even in the Nursery and Reception. We also think that the teachers need to be given more help and opportunities to manage the different parts of the school and to be good leaders of subjects. You will be pleased to know that we have also asked the school to make sure that you get better equipment to help you with your work, like new computers

Overall, your school did not do well in its inspection, and needs a lot of extra help in future to help it improve quickly. You can help with this by working with your teachers to help turn Hathaway into a really good school.

Yours sincerely,

Mike Thompson Lead inspector