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29 November 2007

Miss S Wilson  
The Headteacher  
Hathaway Primary School  
Hathaway Gardens  
Ealing  
London  
W13 0DH

Dear Mrs Wilson

## SPECIAL MEASURES: MONITORING INSPECTION OF HATHAWAY PRIMARY SCHOOL

Following my visit with Peter McGregor, Additional Inspector, June Woolhouse, Additional Inspector and Liz Pike, Additional Inspector, to your school on 20 and 21 November 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in May 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed in view of the relatively high number already in the school.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Schools Service for Ealing.

Yours sincerely

Graham Lee  
Additional Inspector

## SPECIAL MEASURES: MONITORING OF HATHAWAY PRIMARY SCHOOL

Report from the first monitoring inspection: 20 and 21 November 2007

### Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, other staff in leadership positions, two groups of pupils, two governors and the school improvement partner. A total of 16 lessons were observed throughout the school and inspectors looked through samples of work and school documentation, including teachers' planning, monitoring records and tracking data.

### Context

Six members of staff left at the end of last term and their replacements include three newly qualified teachers. A teaching and learning consultant was appointed in September, on a year's contract, to support the leadership team. The deputy headteacher is now the inclusion manager and has responsibility for pupils with learning difficulties and disabilities and those who are learning English as an additional language. The Nursery teacher joined the school in September and has taken on the role of mathematics leader on a temporary basis. The local authority's (LA) school improvement partner is also new to the school.

### Achievement and standards

The 2007 national test results showed that standards at the end of Key Stage 1 continued to be significantly below average in reading, writing and mathematics. More able pupils did not do well and very few pupils reached the higher levels in writing and mathematics. At the end of Key Stage 2 standards rose a little but remained significantly below average. The weakest performance was in science and writing. The school's tracking data indicate that pupils are now making better progress and this is confirmed by lesson observations, which show that pupils are making at least satisfactory progress in most lessons. Demonstrably, pupils' progress is now more consistent than it was. However, the school's tracking data indicate a legacy of underachievement for many pupils. For example, in most classes only a minority of pupils are on track to reach national expectations for their age in writing. Hence, quite rightly, writing has been identified as the priority for improvement this year. The situation is healthier in mathematics and reading, where more pupils are on track to fulfil their potential. Standards remain very low in science but there is evidence of better progress in the upper part of the school because of a focus on the skills of investigation and enquiry. The school's tracking data indicate that many pupils speaking English as an additional language are making satisfactory, and sometimes good, progress from their starting points. However, the school is concerned that the increasing number of Somali boys are making slow progress. They are monitoring this closely and employing a number of strategies to address the issue.

## Personal development and well-being

Pupils are proud of the school and most enjoy all that it has to offer. They are friendly and courteous. They appear to be more positive about learning than they were at the time of the last inspection. Most have good attitudes in lessons and often respond enthusiastically to the activities they are given. For example, in a Year 3 literacy lesson pupils consolidated their learning about myths by creating their own 'myth monsters', which they described and illustrated vividly. They cooperate willingly and effectively when asked to work together. Generally, pupils behave well in lessons and assemblies and mostly around the school. Although they are often boisterous in the playground this represents an improvement since the previous inspection. They have responded well to the initiatives that the leadership team has introduced. These include much clearer behaviour management strategies and more organised activities in the playground, of which pupils spoke very positively. Pupils of all ages take their responsibilities as playground leaders and school councillors very seriously. Many pupils spoke confidently of the work the school had done with them to combat bullying and said that there was now far less in the school. Their underdeveloped basic skills in literacy, numeracy and information and communication technology (ICT) mean that they are still not as well prepared for secondary education and the world beyond as they might be.

## Quality of provision

The quality of teaching and learning has improved considerably since the last inspection. Observations indicate that it is now satisfactory in most lessons and good in one in five. Two inadequate lessons were seen. Pupils are usually well behaved and have a positive attitude to their learning. They respond well to opportunities to become involved in activities and most want to do well. School leaders are observing lessons regularly and systematically and have an accurate picture of what is taking place in each class. Consequently, there is a much greater consistency in planning and approaches to teaching. Teachers have positive relationships with their classes and manage them well. They make the purpose of lessons clear to pupils, although strategies to help them to know whether they have been successful or not are not yet fully effective. Teachers are using the relatively new interactive technology well to engage and motivate the learners, although more needs to be done to ensure that this equipment is used more by the pupils themselves. Teachers work well with the significantly increased number of teaching assistants, who are providing helpful support in lessons, particularly for pupils with learning difficulties and those at the early stages of learning English. Although, there have been improvements in the way teachers plan to meet pupils' needs, this is not yet consistent. Sometimes work is not well matched to the needs of the highest and lowest attainers and those who are speak English as an additional language. Consequently, these pupils do not always achieve as well as they might. In some lessons, pupils spend too long listening passively. As a result the momentum slows and some pupils become distracted.

The school is now using data rigorously to track pupils' progress. This is helping to identify underachievement and to provide additional support to those in danger of falling behind. Teachers are now using the data better to provide additional support for some pupils. The effective use of data is not yet rooted in all teachers' work,

however, with the result that tasks are sometimes too easy for some pupils and too difficult for others, restricting their progress. This weakness remains a key contributory cause of the pupils' underachievement and low standards. Teachers praise pupils' efforts when they mark work but the provision of constructive advice is inconsistent. When helpful comments are written, these are infrequently followed up and so the needed improvement does not always take place. National Curriculum levels are better understood, but again the picture is inconsistent, with not all work taking sufficient account of the national expectations of pupils at different ages. Target setting is at an early stage of development but targets in writing are now helping pupils to focus on what they need to do to improve.

Significant improvements have been made to provision in the Foundation Stage since the last inspection. In particular, provision in the Nursery is much better as a result of new appointments and children are now getting a good start to their learning journey. Although there has been some improvement in the Reception classes this has not been as marked and has been further hampered by some staff turbulence. Overall the accommodation and resources have been greatly improved and this has contributed to the children getting better opportunities to learn and play together, both inside and outside. There are also many more opportunities for those at the early stages of learning English to develop their skills in speaking and listening, particularly in the Nursery. Consequently, pupils are now making satisfactory progress overall in personal and social development and communication skills. Children's progress in learning English and in their mathematical development is more variable because assessments are still not sufficiently accurate in the Reception classes to plan activities to meet the needs of individuals successfully.

Progress on the areas for improvement identified by the inspection in May 2007:

- Make significant improvements to the quality of teaching and learning. Ensure that teachers provide appropriate challenges to pupils of all levels of attainment – satisfactory
- Improve the quality and standards in the Foundation Stage – satisfactory

### Leadership and management

When the headteacher arrived at the school a few weeks prior to the last inspection she quickly identified that the school's self-evaluation was inaccurate and judged that its overall effectiveness was inadequate with particular weaknesses related to teaching and learning, leadership and management and provision in the Foundation Stage. This was confirmed by the inspection of May 2007 which judged that the school required special measures in order to improve.

The headteacher has provided strong and decisive leadership in addressing the weaknesses. Robust and ambitious plans have been put in place to secure rapid improvement. The headteacher has high expectations of all staff and has set them challenging targets in relation to pupils' progress in writing, the development of their teaching skills and their wider role in the school. In September she appointed a teaching and learning consultant with the specific brief of improving the quality of provision. This consultant works alongside teachers and rigorous monitoring indicates

that teaching and learning have considerably improved this term. Good systems for tracking pupils' progress have also been established and these are being used to identify underachievement and to provide additional support for those who are falling behind.

However, leadership at all levels is not yet effective enough and not all senior leaders are playing a full enough role in school improvement. Whilst there have been some improvements in provision in the Foundation Stage this has been largely accomplished by the appointment of new staff and the support of the teaching and learning consultant, who has considerable expertise in this area. Leadership is not yet providing the clear direction to promote a high quality curriculum throughout the Foundation Stage. There remains a lack of understanding of how accurate assessments are made and how school data are interpreted. Similarly, the headteacher and consultant have driven improvements to the provision for the substantial number of pupils who are learning English as an additional language. The identification of the needs of these pupils is now much better and they get better support in the classroom, for example, through the use of bilingual texts and through the deployment of more staff to work with them. Although the school has identified the underachievement of Somali pupils, the use of data to track the progress of different groups of pupils is at an early stage of development. The inclusion manager, who now has oversight of this area, will require considerable support in order to provide the leadership necessary to ensure that the progress of these pupils accelerates. In the past, subject leaders have not had a significant role in raising achievement. The school is currently developing their skills in monitoring and evaluation to enhance their role in relation to improving teaching and learning and raising achievement in their subject areas. Some leaders, notably in English and ICT, have made a good start but this work is at a very early stage of development and it will be some time before its impact is felt.

Governors have made some progress in addressing the weaknesses identified in the last inspection. They have ensured that performance management is being carried out and are using the considerable underspend to provide the necessary resources to improve the quality of education for pupils. The appointment of the teaching and learning consultant has proved to be particularly effective. Governors have restructured their committees but do not yet have effective monitoring systems to ensure that the school is making progress on all the issues identified at the last inspection.

Resources have been considerably improved and many of the inadequacies addressed. Development of the outdoor areas in the Foundation Stage, and internal decorations and reorganising of the area, have made a marked improvement to the learning environment. Provision of good quality equipment has transformed provision for ICT. An ICT suite has been established with new equipment, which together with the purchase of a number of laptops will allow all pupils to have individual access to a computer for the first time in ICT lessons. Significant improvements to the network enable fast access to the internet and newly-created central school folders. Interactive technology is now installed in every classroom, including the Nursery. The school recognises the need to develop staff expertise and confidence in ICT in order

to make full use of the new equipment to support pupils' learning in all subjects. Currently mathematics is the only area which does not have enough resources.

The headteacher and teacher and learning consultant have driven the improvements that are already evident in the school's work. They have been very effective in identifying and addressing the most important issues for the school. However, leadership at senior and middle management level is not yet robust enough to give confidence in the capacity of leaders at all levels to make and sustain the necessary improvements required.

Progress on the areas for improvement identified by the inspection in May 2007:

- 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 – satisfactory
- Improve resources, particularly in relation to provision for ICT – good

#### External support

The LA is offering satisfactory support to the school through its school improvement partner and consultants. In particular, ongoing support for the development of provision for pupils with learning difficulties and disabilities and English as an additional language has been helpful. The LA has been responsive to the school's needs and provided support at the times requested. It has correctly judged that the school does not need to be overly dependant on the LA and has provided support accordingly. The LA's statement of action did have some weaknesses related to the time scale of actions but it has been adjusted to give a clearer picture of when support will be given. However, it is not clear how the LA will evaluate the impact of its actions independently of the school's own assessment.

#### Priorities for further improvement

- Develop staff confidence and expertise in ICT in order to use the new equipment effectively to support pupils' learning in all subjects.