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18th March 2008

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

Dear Miss Wilson

SPECIAL MEASURES: MONITORING INSPECTION OF HATHAWAY PRIMARY SCHOOL

Following my visit with David White, Additional Inspector, to your school on 10 and 11 March 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second 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 – good

Progress since previous monitoring inspection – good

Newly qualified teachers may be appointed

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 second monitoring inspection: 10 and 11 March 2008

Evidence

Inspectors observed the school's work and met with the headteacher, other staff in leadership positions, pupils, two governors and representatives of the local authority (LA). A total of 14 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

The deputy headteacher has been absent since before Christmas. To replace her in the short term, an inclusion manager has recently been appointed to coordinate and lead the school's provision for pupils with learning difficulties and disabilities. Responsibility for pupils who are learning English as an additional language has been taken over by the teaching and learning consultant. The Nursery teacher has now assumed the role of mathematics leader on a permanent basis. Two new governors have recently been appointed by the LA.

Achievement and standards

The school's recent assessments show that most pupils have made good progress in reading, writing and mathematics during the current school year. Progress is particularly strong in reading where one in three pupils has made exceptionally good progress since September. In mathematics and writing about one in four pupils has also made exceptionally good progress. The school's data also shows that the legacy of underachievement is being addressed rapidly. In almost every year group significantly more pupils are working at the levels expected for their age than was the case in October. This improving picture was confirmed through lesson observations which showed that pupils were making good progress in the majority of lessons. However, much more still needs to be done as it is only in Year 2 and Year 6 that a majority of pupils are currently reaching age-related expectations in reading, writing and mathematics. There are relatively high levels of mobility in the school and this has a significant impact on standards and achievement. For example, around half of the pupils in the current Year 6 group have joined the school since Year 2. Those who have been at the school throughout Key Stage 2 are on track to reach significantly higher standards than those who have not. In spite of the good progress, standards remain particularly low in writing, reflecting the weak starting point of most pupils. Science has not been a strong focus for improvement this year and recent assessments and pupils' work confirm that standards remain very low in this subject.

Personal development and well-being

Pupils' personal development and well being continue to be a strength of the school. Pupils generally have very positive attitudes to learning and are keen to do well.

They are responsive in lessons and contribute their ideas enthusiastically. They cooperate and collaborate effectively when asked to do so. Behaviour is generally good in class and around the school and most pupils are friendly and polite. A few present challenging behaviour from time to time but this is managed effectively and consistently by staff. Pupils are clear that the school's systems ensure that their learning is not disrupted by isolated incidents of bad behaviour. They also remain positive about the improvements to playground provision. Pupils are proud of the school and enthusiastic about the positive changes that have taken place over the last year, for example, in the classroom environment and in information and communication technology (ICT). School leaders are aware that attendance has slipped a little so far this year and that, in some classes, this is having a negative impact on pupils' achievement.

Quality of provision

The quality of teaching and learning is much better than it was at the last inspection and has improved considerably since the last monitoring visit. No inadequate lessons were seen and teaching and learning were good in more than half the lessons observed. These findings support the view of school leaders through their rigorous monitoring and evaluation systems. There is even greater consistency in planning and teaching methods. The learning environment is much improved and teachers provide lively and stimulating classrooms for their pupils. Teachers manage their classes well and use a wide range of strategies to engage and motivate learners. In particular, they are now using the interactive technology very effectively to support learning. Planning to meet the needs of all pupils is now much more consistent. Teachers work in close partnership with the increasingly effective team of teaching assistants to support pupils with learning difficulties and those at the early stages of learning English. In the case of the latter, the school is making good use of a number of bilingual assistants to enable these pupils to rapidly acquire the language they need to make sense of the curriculum. In a few lessons, more able pupils are not challenged sufficiently to allow them to achieve as well as they might. There is still a tendency for some teachers to talk for too long without giving pupils sufficient opportunities to contribute. Consequently, some pupils become distracted. Teachers' expectations of the presentation of pupils' work remain too low in some classes.

The school has made significant improvements to the development of the curriculum for basic skills. For example, a more systematic programme for the development of reading and writing skills in Key Stage 1 is leading to rapidly improving progress. Information and communication technology is now being used extensively to support pupils' learning in many areas of the curriculum. Tracking systems are now firmly embedded and being used increasingly effectively to monitor pupils' progress, set challenging targets and to provide additional support for pupils who are falling behind. A wide variety of 'catch-up' programmes are in place and the new inclusion manager is establishing a very clear overview of how they are supporting every pupil with a learning difficulty. Teachers are using assessment information increasingly effectively to set targets for their pupils, who are very clear that these help them to focus on what they need to do in order to improve. The 'working walls' in classes are also very helpful in supporting pupils' learning. The school is also beginning to develop some good self-assessment systems which are helping pupils to take more responsibility for their own learning. Provision for science, however, has not

improved enough. The books of pupils in Key Stage 2 show that there is insufficient coverage of the subject in some classes, an over-reliance on worksheets in others, and generally, a lack of emphasis on the skills of scientific enquiry. There is little evidence of different challenges in science to reflect the wide range of abilities in each class.

The school is continuing to develop the Foundation Stage. There is now much richer provision for children throughout. Resources and the learning environment, both inside and out, are significantly improved. Good systems have been developed to assess children's progress and to plan for the next stage of their learning. Most of the children arrive in the Nursery with little or no English and good provision enables them to settle quickly and to explore the world around them. An emphasis on speaking and listening skills helps them to rapidly develop the confidence to express their ideas. There has been some improvement in the Reception classes. Sessions led by the teachers help to develop children's understanding effectively, particularly in literacy and numeracy. Interesting activities have been set up for children to develop their skills and understanding in all areas of learning through exploration. However, staff are not yet sufficiently skilled in developing children's independent skills. Consequently, children find it difficult to sustain concentration and staff often find themselves in a supervisory role rather than one of promoting learning. Hence, children are making satisfactory progress from their low starting points and standards remain well below average, particularly in aspects of their personal development and communication and language.

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 – good
- Improve the quality and standards in the Foundation Stage – satisfactory

Leadership and management

The headteacher and teaching and learning consultant continue to provide strong and decisive leadership which has secured significant improvements in pupils' achievements and the quality of teaching. They are receiving increasingly effective support from other leaders and the governing body. Lessons and pupils' performance are monitored rigorously and has resulted in much improved teaching and learning throughout the school. Tracking systems are now firmly established and being used well to hold teachers to account for the progress of pupils and to identify underachievement at an early stage. The school improvement plan is sharply focussed on the most important issues and is being used effectively to drive improvement.

The school is developing the capacity of leaders at all levels to contribute to improving the school's provision and to raising standards. The new inclusion manager has had a very positive influence on the development of the provision for pupils with learning difficulties in a very short time. The school is continuing to develop the skills of its core subject leaders although the impact of this work is variable. The ICT leader has successfully led the considerable development in this area and the impact of the English leader is evident in successful curriculum

developments in reading and writing. However, whilst weaknesses in science have been identified this has not led to any demonstrable improvements in standards and teaching of the subject. The Foundation Stage leader is working hard to manage improvements, although the leadership in these areas is provided largely by the teaching and learning consultant.

Governors have made satisfactory progress in addressing the weaknesses identified in the last inspection. A robust committee structure has been established and, with the support of the LA, a good system has been set up to help governors evaluate the progress of the school against the key issues from its last inspection. However, this has only recently been established and has not yet had any impact on the improvement of the school. Although the new appointments should improve the capacity of the governing body, it remains too reliant on a handful of able and committed governors to be fully effective.

Resources continue to improve well. Provision for ICT has been further developed. The new laptops have enhanced provision further and given pupils even greater access to computers to support their learning. The gaps identified in resources for mathematics on the last visit have been fully addressed and now the school is well equipped to develop all areas of the curriculum.

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 has provided good support for the school through its school improvement partner and consultants. The school has established a good relationship with the relatively new school improvement partner who offers a good balance of support and challenge to school leaders. The LA has been responsive to the school's needs and provides timely support when requested. The LA is well aware that the school has considerable internal capacity for improvement and has measured its support accordingly.

.Priorities for further improvement

- Improve provision and pupils' achievements in science