

# Hathaway Primary School

## Inspection report

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<b>Unique Reference Number</b>	101914
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	322794
<b>Inspection dates</b>	7–8 July 2008
<b>Reporting inspector</b>	Graham Lee

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robin Johnston
<b>Headteacher</b>	Sarah Wilson
<b>Date of previous school inspection</b>	24 May 2007
<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. When the school was inspected in May 2007 it was judged to require special measures because it was failing to give its pupils an acceptable standard of education.

## Description of the school

The school is considerably larger than average and serves a culturally and socially diverse community, which includes some areas of high deprivation. Most pupils are of minority ethnic heritage and about one in four is at an early stage of learning English. The largest minority group are Somalian and many of these pupils only stay at the school for a relatively short time. This contributes to the unusually high proportion of pupils who join or leave the school during the school year. The proportion of pupils with learning difficulties and disabilities is well above average. These are for a variety of moderate learning difficulties as well as a range of emotional and behavioural problems. The headteacher has been in post for just over a year. A new deputy headteacher has recently been appointed, following a period as a teaching and learning consultant in the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. Since its last inspection the school has made significant improvements and now provides a satisfactory quality of education for its pupils. Inspectors spoke to a group of parents who confirmed, unanimously, that the school is 'much better now' and that there have been 'notable changes' in terms of the quality of teaching and the opportunities offered to their children. A major strength of the school is its commitment to welcoming and supporting children and their families from an increasingly diverse range of backgrounds.

Very strong and purposeful leadership by the headteacher and her deputy have led to rapid improvement in many aspects of the school's work. In particular, teaching and learning, provision in the Foundation Stage, the curriculum and the tracking of pupils' progress is much better than it was at the time of the last inspection. This in turn has led to accelerated progress for pupils throughout the school. From their generally very low starting points, children are now getting off to a sound start in the Foundation Stage. Teaching and learning is now much more consistent and ensures that pupils are making at least satisfactory progress throughout the school. Many pupils are making rapid progress and are catching up as the school addresses a legacy of underachievement successfully. Although standards remain below average in English, mathematics and science by the time they leave, this represents satisfactory achievement for pupils from their starting points. New arrivals speaking little or no English are supported effectively through good induction programmes and make as much progress as their peers. Pupils who have been at Hathaway throughout their school careers, however, do attain higher levels in general.

Good support and rigorous monitoring have led to the improvements in teaching and learning. Teachers make the purpose of lessons very clear to pupils and use a variety of strategies to engage and motivate them. As a result, pupils are much clearer about what they are expected to learn and are generally motivated and enthusiastic learners. The school has developed robust systems for tracking the progress of every pupil, which is enabling senior leaders to identify underachievement and to provide additional support for those who are falling behind. However, performance data is not yet being used consistently by teachers to set challenging targets for pupils. Teachers generally provide well for pupils of different abilities but do not always have high enough expectations, particularly of the most able pupils. The teaching of science is inconsistent and, in general, pupils have too few opportunities to develop the skills of scientific enquiry.

Most pupils behave well in class and around school. A few, mostly boys, do present challenging behaviour from time to time, but good systems are in place to support them and to ensure that learning is not disrupted. Most pupils say that they enjoy school and particularly welcome opportunities to take part in an improving range of enrichment opportunities. Their enthusiastic participation in sports activities, for example, enhances their good adoption of healthy lifestyles. They are also pleased with the much improved provision for information and communication technology (ICT), which is helping to support their learning effectively.

The headteacher quickly established a clear view of the school's strengths and weaknesses and senior leaders put in place effective strategies to bring about the rapid improvement of the last year. Other leaders are developing their roles in improving teaching and learning and raising

achievement. The impact of this work is evident, for example, in the improvements to ICT and in the accelerated progress in writing. However, the impact of middle leaders is variable. Governors have been very supportive of the headteacher and are now developing strategies which will enable them to hold all school leaders to account.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

When they join the school, children's skills and understanding are well below those expected for their age and many are at an early stage of learning English. They make a good start in the Nursery because adults are good role models and have high expectations that children will settle to activities and concentrate well. In the Reception classes, children's skills are developed in all areas of their learning and much better use is now being made of the outside area. Some activities are led effectively by the adults, particularly those that develop children's early literacy and mathematical skills. However, the purpose of other activities chosen by the children are not always clear. Consequently, it is not easy for adults and children to identify what has been learned and to assess how much progress has been made. Overall, children are now making satisfactory progress in the Foundation Stage. By the time they enter Year 1, standards are below average, although are very low in writing.

### **What the school should do to improve further**

- Ensure that teachers' expectations are consistently high, particularly for the most able pupils.
- Use performance data more effectively to set challenging targets for all pupils.
- Raise standards in science by giving pupils more opportunities to develop the skills of scientific enquiry and investigation.
- Develop the skills of leaders at all levels in improving teaching and learning and raising achievement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

At the age of seven, standards have been exceptionally low for a number of years. This year, pupils are making much better progress in Years 1 and 2 and pupils are reaching higher levels. This will provide a better platform for them to build on in Key Stage 2. By the time they leave the school, standards have been below average for the past three years. Pupils in the current Year 6 have reached similar levels but their progress has accelerated this year. Only half the pupils in this year group started at Hathaway and this is reflected in their generally higher standards. In both key stages, the proportion of pupils reaching the higher levels is well below average. Pupils' with a range of moderate learning difficulties and supported effectively and make as much progress as their peers.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their social, moral, spiritual and cultural aspects, is satisfactory. They are clear that behaviour is much improved because sanctions are applied

consistently. Pupils say that they feel safe and that isolated instances of bullying are dealt with effectively by staff. They are also aware of safety around the school and the playground leaders, for instance, take their responsibility to ensure that everyone is safe very seriously. Pupils value the increasing contribution they can make to the life of the school, through the council, for example. This is evident in the way they look after equipment and in their roles as playground leaders. They raise money for a variety of charities but their involvement with the wider community is more limited. Pupils' generally positive attitudes to learning, together with their improving basic skills indicate that they are adequately prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning is now much more consistent than it was at the last inspection. There are also many more examples of good practice. This is leading to better progress for pupils throughout the school. Teachers enjoy good relationships with their classes and create purposeful learning environments for pupils. Information and communication technology is now playing an important part in learning. For example, in a Year 3 literacy lesson, pupils were inspired to write colourful and imaginative leaflets about the school following a presentation using interactive technology. Teachers generally plan well to meet the needs of different learners and teaching assistants make an important contribution to the quality of education, particularly for pupils with learning difficulties. Teachers plan extension activities for the more able pupils but these are not always as challenging as they might be. Teachers mark pupils' work regularly but the extent to which comments are helping pupils to improve is variable.

### **Curriculum and other activities**

#### **Grade: 3**

There is now much better provision for the development of basic skills and a variety of programmes are now used to help pupils to catch up and to support bilingual learners. The curriculum does not yet, however, fully meet the needs of the most able pupils. Pupils have much wider access to computers and ICT is being used with increasing effect to support their learning in other subjects. The curriculum is enriched in many ways and 'privilege time' is very popular and pupils have the opportunity to experience activities as diverse as Spanish, textiles and gardening! There is good provision for pupils' personal development. The 'fit for sport' programme, for example, adds considerably to their health and enjoyment. The drive to raise standards in English and mathematics this year has meant that science has not been given the same prominence. Currently, the science curriculum does not give pupils enough opportunities to find things out for themselves.

### **Care, guidance and support**

#### **Grade: 3**

The pastoral support given to pupils and their families is strong. The school looks after its vulnerable pupils particularly well and has close links with a range of outside agencies to meet their needs. The school has worked successfully with the significant Somali community to help parents to support their children's learning. The 'sunshine room' affords time for reflection and support for a number of pupils with a range of problems. Academic support has also

improved but is not yet as strong. Robust tracking systems means that school leaders can now be confident about the accuracy of assessment. Whilst there is some good practice in setting targets for pupils, teachers are not yet using the data confidently to set challenging targets for all pupils.

## **Leadership and management**

### **Grade: 3**

The headteacher has brought clear and decisive leadership and a sense of urgency to address the issues identified at the last inspection. She has been ably assisted by her deputy headteacher. Much has been accomplished in a year but the senior leadership team acknowledges that much more needs to be done in order fulfil the vision of making Hathaway a high achieving school. Some leaders have made important contributions to school improvement. Others have not had a significant role and leadership has not been distributed widely enough. This is being addressed through the imminent restructuring of the staff, which will provide the opportunity for talented staff to help to take the school forward. In view of this, the school currently has satisfactory capacity for continuing improvement.

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## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

14 July 2008

Dear Pupils

Inspection of Hathaway Primary School, London, W13 0DH

You may remember that I visited your school recently with two other inspectors. I am writing to thank you all for being so friendly and helpful. This was my third visit to the school and I have really enjoyed all of them. I thought you would like to know what we found out.

You and your parents will be delighted to know that the school no longer needs special measures. This is because it has improved a lot over the last year and is now giving you a satisfactory standard of education. This is thanks to the hard work of your headteacher and all the staff. You have also played your part. Well done to all of you!

Teachers have worked really hard this year to make sure that you enjoy your lessons. They make learning interesting and you are using ICT much more in your lessons, which you tell us you really enjoy. You are also getting more chances to take part in extra activities. You told us how much you like 'privilege time' and 'fit for sport'. You are now making much better progress in your learning all the way through the school.

Your headteacher and the staff know there is still much to do and are keen to make the school even better. We have suggested a few things which we think might help:

- We want the teachers to give some of you who find things easier to be given even harder work to get you really thinking.
- In science, we would like you to be given even more chances to carry out experiments and to find things out for yourselves.
- To help you to improve even more we have asked the teachers to set you hard targets to work towards.
- Finally, we want all the staff who are in charge of things to help your headteacher and the deputy headteacher to make things even better for you.

Good luck to you all, particularly those who are moving on to secondary school.

Yours sincerely

Graham Lee  
Lead inspector