

# Hathaway Primary School

## Inspection report

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<b>Unique Reference Number</b>	101914
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	335806
<b>Inspection dates</b>	13–14 July 2010
<b>Reporting inspector</b>	David Wynford Jones

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 of pupils on the school roll</b>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gregory Stafford
<b>Headteacher</b>	Sarah Wilson
<b>Date of previous school inspection</b>	7 July 2008
<b>School address</b>	Hathaway Gardens London W13 0DH
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited one assembly and 18 lessons, observing 16 teachers. They held meetings with governors, staff and groups of pupils. They scrutinised a wide range of documentation, including the data on pupils' attainment and progress, procedures for keeping pupils safe and the school improvement plan. Inspectors analysed 142 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the use of assessment information to enhance learning
- the attainment and progress of different groups of pupils, particularly the more able
- the contribution of leaders and managers at all levels, particularly middle leaders and governors to school improvement
- the impact of the school's efforts to improve attendance.

## Information about the school

Hathaway is considerably larger than the majority of primary schools. The percentage of pupils from a minority ethnic background is well above that found in most schools, as is the proportion of pupils who are at an early stage of learning English. Many nationalities attend the school. The main ethnic groups are of Somalian, Black African or Asian heritage. The proportion of pupils identified as having special educational needs and/or disabilities is higher than that found in most schools. However, fewer pupils have a statement of special educational needs. The majority of pupils with special educational needs have moderate learning or speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is significantly higher than the national average. The proportion of pupils joining or leaving the school at other than the usual starting and leaving times is much higher than that found in the large majority of schools. The Early Years Foundation Stage consists of two part-time Nursery and two Reception classes. The school holds Healthy School status and has gained the sports Activemark award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good school. It has improved significantly since its last inspection. Pupils throughout the school are now making good progress. This has been achieved through determined leadership, the hard work of staff and effective external support.  Pupils have responded positively. In lessons, the vast majority behave well and work with sustained enthusiasm. The school has a high profile in the locality and parents are fully involved in the life of the school. The good level of care and good relationships ensures pupils feel safe and enjoy school. The attendance of most pupils is satisfactory. However, despite the school's best efforts, there remains a small group of pupils who do not attend as regularly as they should.

Children enter the Nursery with skills and knowledge well below those expected for their age. By the time pupils reach Year 6, attainment is broadly average, although lower in science than in English or mathematics. Progress through the school is good.  While some teachers have good scientific knowledge and there are examples of pupils undertaking investigations, this is not consistent in all classes. Pupils' progress is good because much of the teaching inspires pupils to work hard and achieve well. All teachers use information and communication technology (ICT) effectively. Pupils are clear about what they are learning and what they should achieve by the end of the lesson. Challenging targets are set in literacy and numeracy and pupils strive to achieve them. They receive good guidance in developing their writing skills because marking is informative and developmental. However, not all marking is of this quality. Where teaching is less effective, expectations are not sufficiently high because assessment information is not used well enough to plan lessons that challenge all groups of pupils, particularly those who are more able.

Staff are committed to consolidating the changes and continuing the improvements in the way the curriculum is taught. Pupils enjoy the 'Discovery' sessions when they undertake research and link their learning across different subjects. The curriculum supports pupils' personal development well and in turn leads to the pupils' spiritual, moral, social and cultural development being good.

Senior leaders, middle managers and governors are focused on school improvement and are keen to support the development of the on-site children's centre. Senior leaders have a realistic understanding of the school's strengths and priorities for development which is based on a detailed analysis of assessment information and of teaching and learning. There is a clear focus on raising pupils' attainment in the school improvement plan. Senior leaders use assessment information well to hold staff to account. Partnerships to support learning are good. These are used effectively to promote pupils' good understanding of healthy living and their cultural development. The Chair of the

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Governing Body has recently taken up the role and has a good overview of the school. However, there are several vacancies on the governing body and some existing governors are not fully aware of their role and responsibilities and still have to undertake training. Consequently, governance is only satisfactory. Nevertheless, the school has made significant progress over the last few years.  Senior leaders provide effective leadership and there are good systems and structures in place. The school's capacity for further improvement is good.

**What does the school need to do to improve further?**

- Accelerate pupils' progress even further, particularly in science by:
  - making more effective use of assessment data to inform lesson planning and provide greater challenge for all pupils, but especially the more able
  - extending teachers' subject knowledge in science
  - providing pupils with more opportunities to undertake scientific investigations
  - implementing the good marking practices in English in other subjects.
- Strengthen the role of the governing body in monitoring and evaluating the effectiveness of the school and in contributing to its future development by:
  - ensuring that all governors are fully aware of their roles and responsibilities and undertake appropriate training.
- Improve the attendance of the few pupils who miss too much schooling.

**Outcomes for individuals and groups of pupils****2**

Pupils are proud of their school and value their community. They speak positively about the school. They say it is getting better and they are learning more. They have a good understanding of healthy living and many are keen to adopt a healthy lifestyle. They speak knowledgeably about healthy eating and want to take part in sporting activities, reflected in the school's award of both the Healthy School status and the Activemark award. Pupils are keen to become members of the school council and to take responsibility. Their involvement with the wider community is developing well as they take part in a range of local events. Pupils have a good understanding of other cultures. They get on well and show respect for each other's background and beliefs.

Pupils' attainment in writing and mathematics is rising, with more pupils reaching the higher levels by Year 6. However, there is scope for even better progress because some pupils are not consistently challenged as they move through the school. Nevertheless, pupils are developing their speaking, listening and social skills well. They appreciate the opportunities to discuss matters with a 'talk-partner' and share their ideas. Teachers encourage pupils to express their ideas and to develop their vocabulary. This is reflected in the improvements in the content of pupils' writing and their wider use of vocabulary. Pupils' mathematical skills are developing well. They understand the need to look carefully at key phrases to determine the operations when solving written problems. They use individual dry-wipe boards confidently to undertake rough calculations. They

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enjoy using computers to help their learning. Pupils' progress in science is not as rapid but is at least satisfactory. However, recent teacher assessments suggest there are signs of improvement, with pupils in Year 5 moving towards expected standards.

□ Pupils learning English as an additional language and those with special educational needs and/or disabilities make good progress. There are no major differences in the attainment between minority ethnic groups. As a result of the closer monitoring of progress data, improved teaching and targeting of support, any gaps in performance are narrowing rapidly. Pupils' good social skills and broadly average attainment provides them with a satisfactory basis for the next stage in their education. □

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Systems to ensure the safety and well-being of the pupils are firmly embedded in school routines. Support for the most vulnerable pupils is effective. Pupils are confident that any concerns will be listened to and acted on. Good links and partnerships with outside agencies and strong links with parents contribute much to ensuring pupils make good progress. Internal and external transition procedures are well established.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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In the large majority of lessons, the pace of learning is brisk. Teachers use questioning strategies well to support learning and engage pupils. Lesson content is presented in a way that captures the interests of the pupils. While many pupils evaluate their own and their peers' work, there are some inconsistencies in this practice between classes. In science, targets are not set and marking does not focus sufficiently on scientific learning or provide pupils with clear steps for improvements. Some activities are not sufficiently challenging. Teaching assistants and other additional resources are used well to support pupils who find learning difficult and those who are at the early stages of learning English.

□ Pupils enjoy a broad curriculum. There is a clear focus on promoting links between subjects and in consolidating and extending pupils' skills in writing, mathematics and their use of ICT. One pupil said, 'Everything is joined together. We have used our research skills and found out a lot about different people. I really want to find out about Mr Beethoven.' They appreciate the theme weeks and opportunities to take part in special events and competitions such as the Democracy in Action day. Good quality displays emphasise the importance placed on celebrating pupils' work and reflect the richness of the curriculum. Effective use is made of visits and visitors to the school to promote learning. Pupils are keen to take part in a good range of extra-curricular activities which contribute significantly to their personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior leadership team provide clear direction, based on a good evaluation of its strengths and areas for development. The systems for recording and analysing pupils' attainment and progress are well established and used effectively to raise expectations and to hold staff to account. Middle managers are supportive and although some have only recently taken up the role, they are clear about what has to be done to consolidate initiatives and to bring about further improvements. Senior leaders and middle managers are working effectively with 'City Challenge' to improve the quality of pupils learning. Links with the adjacent special school are good.

□ Governors place considerable emphasis on safeguarding and child protection procedures. They ensure these meet the latest requirements and are followed precisely. They set suitably challenging targets and monitor the development of the school appropriately. The school ensures that pupils are included and there is no discrimination.

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Gaps in performance between groups are closing rapidly. Governors and senior leaders know the school community well and have done much to promote the school. They have worked effectively with the local authority to plan for the development of the children's centre. Some outreach work, using school premises, is already being undertaken. Community cohesion beyond the local area is developing well. There are well-established links with a school in Tower Hamlets which is contributing much to the improvements to provision and outcomes for pupils at Hathaway. Links with schools in other parts of the world and in United Kingdom are under consideration and have yet to be established.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children settle quickly and make good progress. □Routines are well established Children quickly grow in confidence and enjoy learning in a safe environment. They are confident, follow instructions, develop their social skills and behave well. They increasingly become independent as they choose different activities and develop good relationships with their peers and the adults. Overall, there is a good balance between adult-led and child-initiated activities. Classrooms are organised and children's work is celebrated and displayed effectively. Planning ensures that all areas of learning are covered. There is a strong focus on promoting children's skills in communication, language and literacy, and problem solving, reasoning and number. Good use is made of the outdoor area to promote learning. However, the lack of space for children in the Reception classes limits their opportunities to choose physical development activities. Leadership in the Early Years Foundation Stage is good. Staff work together well. The



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coordinator has a good understanding of the strengths and areas for development. Systems for assessing and recording children's attainment are well established and used effectively to target individuals and groups of children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are confirmed by the inspection evidence. A particularly high percentage of parents and carers stated that their children feel safe and enjoy school. A few parents and carers felt that the school did not deal effectively with inappropriate behaviour, provide sufficient information on their child's progress, or take sufficient account of their views. Inspectors found that the few pupils who do not consistently behave well are dealt with appropriately, that the school is keen to involve parents and carers further in their child's education, and that suggestions from parents and carers are taken seriously.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at the Hathaway Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 142 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	67	40	28	3	2	1	1
The school keeps my child safe	89	63	48	34	2	1	0	0
The school informs me about my child's progress	83	58	44	31	11	8	0	0
My child is making enough progress at this school	71	50	57	40	10	7	2	1
The teaching is good at this school	74	53	60	42	2	1	2	1
The school helps me to support my child's learning	66	46	56	39	12	8	4	3
The school helps my child to have a healthy lifestyle	74	52	57	40	6	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	54	38	68	48	8	6	3	2
The school meets my child's particular needs	51	36	76	54	6	4	3	2
The school deals effectively with unacceptable behaviour	65	46	56	39	8	6	6	4
The school takes account of my suggestions and concerns	47	33	68	48	10	7	5	4
The school is led and managed effectively	62	44	64	43	4	3	2	11
Overall, I am happy with my child's experience at this school	76	54	57	40	3	2	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 July 2010

Dear Pupils

Inspection of Hathaway Primary School, Ealing W13 0DH

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were sorry that we could not stay and see the Year 6 pupils present their production of 'Oliver'. We hope it went well. We were pleased to see your good behaviour in lessons. You showed respect for adults and each other as you moved safely around the school and in the playground. Your understanding of staying safe is good. You could tell us all about different things that you have to look out for in every day life. We were pleased to find that you want to eat well and keep fit. Your knowledge of healthy living is good. It was really nice to see that you all get on so well together and respect each other's background, values, customs and beliefs. Well done!

We agree with you that your school has improved. It now provides you with a good education. You make good progress as you move through the school. Your attainment by the end of Year 6 is broadly similar to the national average. Inspectors believe it could be higher. To help you reach higher standards, we have asked your teachers to continue to make use of information about how well you are doing to plan work that really makes you think and to mark all your work as well as they do in your English books. In this way, you will know exactly what you have to do to improve. We have also recommended that you have more opportunities to undertake scientific investigations.

The school has to find some new governors. They will need to know what they have to do to ensure that you continue to get a good education. We have suggested that governors attend training sessions to help them understand their role and know what to do.

We were pleased when you told us that you like school. From the registers, we see that most of you attend regularly but were very sorry to see that some of you do not attend as often as you should. We have asked the school to ensure that they continue to try to help you improve your attendance.  Please remember, to make your school better, you must play your part by always attending and trying your best.

Yours sincerely

□

David Wynford-Jones

Lead inspector

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