

Inspection of a good school: The Hurlingham Academy

Peterborough Road, Fulham, London SW6 3ED

Inspection dates:

13 and 14 December 2022

Outcome

The Hurlingham Academy continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Leaders have high expectations and strong ambition for pupils. These are shared by all school staff. Leaders routinely check that their decisions have the desired impact on pupils' achievement.

Leaders have designed a curriculum that enables all pupils to excel in their academic studies. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils are respectful to each other. They are very polite, happy and safe. Pupils have strong professional relationships with their teachers. Pupils said that they feel able to speak to a member of staff if they are worried about anything. Leaders swiftly and successfully resolve any bullying incidences.

Pupils have access to a variety of wider curriculum experiences. These include debating, music and charity work. All pupils are part of the school's house system. This provides pupils from different year groups the opportunity to work together. Pupils can also stand in school elections and express their views as part of the school council.

What does the school do well and what does it need to do better?

Leaders have designed a highly ambitious curriculum for all pupils in the school. For example, leaders allow some pupils to study Mandarin in addition to French or Spanish. The proportion of pupils who study the English Baccalaureate combination of GCSE subjects is increasing year on year, in line with leaders' plans.

Subject leaders have thought carefully about the curriculum. They know what they want pupils to learn and when they want them to learn it. For example, in English, pupils develop their understanding of love when studying 'Jane Eyre' in Year 8. This prepares

them to learn the same theme in more depth when studying 'Romeo and Juliet' in Year 9. Leaders also make explicit connections between subjects. For example, pupils use their knowledge of trench warfare from history when analysing First World War poetry in English.

Teachers are subject experts. Teaching ensures that pupils learn the curriculum well. Teachers routinely check that pupils understand and remember what has been taught. Support for pupils with SEND is strong. Teachers know pupils' needs and ensure that these are met. This is also the case for pupils who speak English as an additional language. Pupils who require help to learn to read also get the support they need. Leaders check how well pupils are able to read when they join the school. Pupils receive additional support with reading if they need it. This is so that they catch up with their peers. All pupils in Years 7 to 9 take part in extra reading sessions weekly. This is to help broaden their vocabulary and improve their comprehension.

Pupils are respectful and attentive during class. They appreciate the clear and consistent behaviour systems in place. This means lesson time is not lost due to low-level disruption.

Leaders organise a range of clubs, sports and extra-curricular activities for pupils. For example, all pupils in Year 7 attend clubs after school each week. These include gymnastics and film club. Pupils have opportunities to develop an understanding of rights and responsibilities through supporting charities in the local community. They also discuss right and wrong in class. Leaders provide pupils with access to unbiased careers advice. Many pupils said they value this guidance. Pupils with SEND receive extra careers support. For example, a familiar adult attends their careers meetings. Teachers support pupils to find work experience placements in Year 10. As a result, all pupils take up this opportunity.

Leaders continually strive for improvement. They are determined to maintain the high standards as the school expands. They listen to pupils, parents and carers, and the local community, when making improvements. Leaders are supported by those responsible for governance, who carefully monitor the school's progress.

Teachers are highly supportive of school leaders. Many teachers said that leaders are approachable and responsive to feedback. Staff said that leaders are mindful of their well-being. For example, leaders support teachers to share out lesson planning in order to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

School staff receive training so they are able to identify any pupils who may be at risk of harm. Leaders communicate frequently with staff to ensure that pupils get any help that they may need. Leaders seek advice and work effectively with external safeguarding partners. Leaders record details of meetings that they have and actions that they take. Leaders and teachers use the school's personal development programme to ensure pupils

are aware of risks in the local area. The programme includes single-sex assemblies for pupils so that they can discuss sensitive issues openly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141617
Local authority	Hammersmith & Fulham
Inspection number	10250722
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	713
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
Principal	Leon Wilson
Website	www.thehurlinghamacademy.org.uk
Date of previous inspection	10 October 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of United Learning multi-academy trust.
- The school uses no alternative provision providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, modern foreign languages and science. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, looked at pupils' work, spoke to teachers and spoke to some pupils about their learning. Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the school's policies and procedures for safeguarding and supporting pupils' health and safety as well as their welfare and well-being. This included looking at case studies and reviewing the school's record of pre-employment checks.

- Inspectors held meetings with the principal and other senior leaders. Inspectors also met with leaders with responsibility for SEND, early stages of reading, personal development and behaviour.
- Inspectors met with representatives from the local governing body and the trust.
- Inspectors considered responses to Ofsted’s online surveys for parents, staff and pupils.

Inspection team

Guy Forbat, lead inspector

His Majesty’s Inspector

Olly Wimborne

His Majesty’s Inspector

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