

# Inspection of a good school: Hitherfield Primary School

Leigham Vale, Streatham, London SW16 2JQ

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Inspection dates:

27 and 28 June 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Pupils are happy and safe at Hitherfield and treat each other with kindness. They are confident to speak with staff about any worries they may have and know they will be resolved. The school is calm and orderly because pupils understand leaders' expectations of behaviour and conduct. Pupils engage well with each other at play time. They enjoy the rewards they receive, such as earning tokens for their different houses.

Pupils learn a broad range of subjects. The curriculum helps pupils to recognise and celebrate the importance of diversity. For example, a recent project on the Windrush helped pupils to understand the history of the local community. However, there are inconsistencies in how well the curriculum is designed. This limits how much pupils learn and remember in different subjects and how well they are prepared for the next stage of their education.

Pupils readily take on additional leadership roles in the school. This includes as eco-warriors, sports ambassadors, digital leaders and as part of the school council. Pupils recently contributed to the design of the school's new sensory garden. Older pupils help to run activities for younger pupils, such as gymnastics club.

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

Pupils learn a wide range of subjects from a broad curriculum, which aligns with the requirements of the national curriculum. In some subjects, leaders have identified the knowledge pupils need to learn. This is sequenced so that pupils revisit and embed important concepts over time. For example, in computing, children in early years practise explaining reasons for rules and begin to predict sequences. This helps older pupils to use increasingly complex algorithms and coding applications. Similarly, in mathematics,

children in Reception learn different ways of making numbers. This solid foundation helps older pupils to use division accurately to find fractions of different quantities.

In some other subjects, the curriculum is less well designed. In these areas, leaders have not identified as carefully what pupils should learn and when. As a result, teachers do not check if pupils have understood the knowledge they need. Gaps in pupils' knowledge are not consistently identified and corrected. This means that pupils do not develop as clear an understanding in these subjects over time.

Although an appropriate phonics curriculum is in place, it does not begin swiftly in Reception. This limits the range of sounds children learn. Leaders have provided appropriate phonics training for all staff. However, there are inconsistencies in how swiftly pupils' misconceptions are identified and corrected. Pupils are provided with books that match the sounds they know. This enables them to practise reading and to improve their accuracy and fluency. Pupils enjoy reading a diverse range of books. Story time for the youngest pupils is engaging and fun. Regular visits to the library enable pupils to select books they want to read in school and at home.

Leaders understand the needs of pupils with special educational needs and/or disabilities (SEND). Advice and guidance from external agencies is shared with teachers. This enables staff to make appropriate adaptations so that pupils are helped to access the same curriculum as their peers wherever possible.

Pupils are focused in lessons and enjoy learning. They understand the routines and expectations of leaders. Pupils appreciate the additional opportunities provided. These include watching musical performances at the Royal Festival Hall and visits that enrich the curriculum, such as to Hampton Court.

Staff appreciate the support they receive. They feel that leaders are considerate of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive appropriate training. They are vigilant to the needs of pupils and know how to report any concerns they may have. Leaders keep clear and accurate records. They are tenacious in following up referrals, including making timely and appropriate use of external agencies.

Pupils learn how to keep safe, including when online, and the importance of healthy friendships and relationships. Leaders ensure that pupils have access to appropriate pastoral support and therapies when required.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, leaders have not identified what pupils need to learn and when. This means that pupils, including those with SEND, do not develop a secure body of knowledge in these subjects. Leaders should identify what pupils need to learn and remember in each subject. This will help teachers to focus on the most important concepts that pupils need to secure.
- There is variability in how effectively staff check pupils' understanding. This means that errors and misconceptions are not routinely identified and corrected. Teachers must ensure that they routinely check pupils' understanding before moving on to new ideas. This will better support pupils to understand more complex concepts.
- Children do not start to learn phonics promptly at the start of the Reception Year. This means that children do not secure swiftly the range of sounds they need to read accurately and fluently. Leaders must ensure that children start to learn phonics early in the Reception Year.

## 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 second ungraded inspection since we judged the school to be good in April 2013.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	131824
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10268840
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	632
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Hooberman
<b>Headteacher</b>	Christopher Ashley-Jones
<b>Website</b>	<a href="http://www.hitherfield.co.uk">www.hitherfield.co.uk</a>
<b>Date of previous inspection</b>	24 January 2018

## Information about this school

- The school makes use of one registered alternative provider.
- The school runs a breakfast and after-school provision.

## 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 school leaders and has taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of staff.
- Discussions were held with members of the governing body, including the chair of governors. Inspectors also spoke with the local authority school improvement partner.
- Inspectors carried out deep dives in these subjects: art and design, early reading, computing and mathematics. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors looked at a range of documents, including leaders' self-evaluation and priorities for improvement and strategic planning.

- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with leaders, staff and pupils.
- The views of pupils, parents and staff were gathered through both discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Sophie Healey-Welch, lead inspector

His Majesty's Inspector

David Hatchett

Ofsted Inspector

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