

Inspection of The Hurlingham Academy

Peterborough Road, Fulham, London SW6 3ED

Inspection dates: 19 and 20 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Good

The principal of this school is Leon Wilson. This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jon Coles, and overseen by a board of trustees, chaired by Richard Greenhalgh.

What is it like to attend this school?

Pupils are proud to attend this school. They work hard and thrive on the high expectations set by the school. Pupils are happy, safe and ambitious for their futures. The school fosters a harmonious and caring environment. Pupils are taught the importance of being respectful, kind and courteous. Staff work continuously with pupils in delivering the school's motto, nurturing 'The Best in Everyone'. As a result, pupils behave exceptionally well and achieve highly.

Pupils value the expertise and support provided by their teachers. Pupils engage enthusiastically in lessons and are keen learners. They work in collaboration with their peers and respond well to the ambitious curriculum. Pupils are expected to work hard in lessons and they do. There is no time for pupils to lose focus.

The education offered goes beyond delivering academic excellence, providing pupils with rich and varied experiences. For example, pupils regularly attend a range of clubs. They visit landmarks, exhibitions, and museums in London and abroad to enrich their learning. The school helps pupils to understand the importance of being active citizens and positive ambassadors in their wider community. For example, many pupils regularly contribute to the local food bank as part of their 'house' activities.

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

Leaders have embedded an admirable vision and ambition across the school. They have developed a curriculum that is meticulously planned, well resourced and expertly delivered. Staff skilfully sequence learning so that pupils recall and build on prior knowledge. In mathematics, for example, pupils in Year 10 solved complex mathematical problems using standard index form, drawing on what they had been taught previously about powers.

Teachers have secure subject knowledge. They provide a highly structured learning environment that ensures pupils are focused in lessons. Teachers make careful checks on pupils' understanding of what has been taught, picking up and addressing any misconceptions. Pupils develop a deep understanding of the ambitious subject content taught. For example, in English, pupils in Year 8 study the social and historical context of the literature they read, which includes 'Jane Eyre' and 'Richard III'. Pupils' work across the curriculum is of a high standard. Outcomes at the end of Year 11 are significantly above national averages.

The school identifies pupils with special educational needs and/or disabilities (SEND) accurately and ensures that they are well supported. Staff are very well informed about pupils' individual needs. They tailor learning to match these needs and make sure that strategies to support pupils have the right impact. Pupils with SEND access the full curriculum with increasing confidence and achieve highly.

Pupils who need help with reading receive timely and effective support so that they catch up quickly. Staff promote a culture of reading for pleasure. They encourage pupils to read widely, such as through reading selected texts in their tutor groups. Pupils make extensive use of the school library and enjoy taking part in reading events, such as the 'Trinity Schools Book Award'.

Pupils' attitudes to learning are exceptional. In lessons, pupils participate actively in discussions. They collaborate well with each other and discuss their learning in a sophisticated and mature manner. Pupils value feedback from staff and regularly revisit and improve their work. Attendance rates are high. The school keeps a close eye on pupils' attendance to identify and address any barriers to pupils attending school regularly.

Pupils benefit from a carefully planned pastoral curriculum. They explore topics such as personal health, safety, well-being and healthy relationships in an age-appropriate way. Pupils receive timely guidance about careers and their next steps in education and training. For example, pupils in Year 9 and Year 11 spoke confidently about how the school helps them to understand the varied pathways they may follow. Pupils are encouraged to develop their leadership skills by taking on responsibilities, such as being part of the school council.

Parents and carers appreciate the excellent education their children receive from the school. Staff thrive on the training and professional development they receive. They feel valued and supported by leaders. Governors know the school very well and provide appropriate support and challenge. Leaders, staff, parents and pupils are proud of being part of The Hurlingham Academy community.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	141617
Local authority	Hammersmith & Fulham
Inspection number	10296657
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	704
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
CEO of the trust	Jon Coles
Principal	Leon Wilson
Website	www.thehurlinghamacademy.org.uk
Dates of previous inspection	13 and 14 December 2022, under section 8 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.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with representatives from the trust, the principal and other senior school leaders. Inspectors met with a representative of the local governing body.
- Inspectors carried out deep dives in these subjects: mathematics, religious education, English and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of staff, leaders and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Sophie Cavanagh, lead inspector	His Majesty's Inspector
Susan Maguire	His Majesty's Inspector
Nigel Clemens	Ofsted Inspector
Bruce Goddard	Ofsted Inspector

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