

# The Hurlingham Academy

Peterborough Road, Fulham, London SW6 3ED

## Inspection dates

10–11 October 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- This is a good and much improved school. The principal and senior team, strongly supported by the staff, have taken swift and decisive action to improve it.
- Leaders are highly ambitious for the academy and its pupils. Led by the dynamic principal, they have created a lively and positive climate for learning.
- Outcomes for pupils across the academy are now good. In 2017, attainment and progress at GCSE were above the national average.
- Teachers have high expectations for what pupils can achieve and are challenging them more.
- Pupils who have special educational needs and/or disabilities are well supported, as are pupils who speak English as an additional language. As a result, they are making good progress.
- Disadvantaged pupils are also making good progress and achieving well because teaching is being targeted more effectively to support their learning.
- Pupils behave well in lessons and around the building. They are polite and friendly and treat each other and adults with respect.
- Attendance was low but it has improved rapidly as a result of rigorous action. Attendance is now in line with the national average.
- Leaders keep the curriculum under review to make sure that it meets pupils' needs. An exciting range of extra-curricular activities such as 'cultural capital' help to widen pupils' interests.
- The governors know the academy very well and have worked effectively to monitor its progress and ensure its long-term success.
- The United Learning Trust provides high-quality support and challenge. This helps senior staff to sustain the academy's rapid improvement.
- Parents are positive about the academy, and most believe that their children are doing well.
- Pupils said that they feel safe at the academy and parents confirmed that they believe their children are safe.
- Pupils generally respond well to effective teaching but are not always confident or resilient enough to persevere when they find work difficult.
- Though teaching is good, leaders know that questioning and feedback could be used more effectively to help pupils to make even better progress.
- The work of subject leaders in English and mathematics has had a real impact on raising standards in their subjects. In other subjects, more recently appointed leaders have not yet had the same impact.

## **Full report**

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

- To raise the quality of education from good to outstanding, leaders should ensure that
  - teachers use questioning, assessment and feedback more consistently, particularly in key stage 3, to track progress and plan work which helps pupils make more secure and rapid progress
  - pupils' confidence and resilience are developed so that they can take more risks in their learning and believe that they can succeed in mastering more challenging work
  - all subject leaders monitor work in their subjects as effectively as the best, and promote high-quality teaching and outstanding progress.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Skilful and determined leadership has brought about significant improvement since the academy became part of United Learning in 2015. The principal and senior staff have focused on raising aspirations and expectations of all in the academy. Staff and pupils are proud to be part of the academy. Older pupils commented on how much it has improved since the current leadership team took over. In their words, the academy is no longer 'chaotic' and they can now learn well in a calm environment.
- Senior leaders and governors have taken highly effective action to improve the academy. Their detailed knowledge of the academy's strengths and weaknesses enables them to plan very effectively. They ensure that the improvements are securely embedded and will continue. Leaders evaluate the impact of their work thoroughly so that their planning for further improvement focuses on appropriate priorities. The challenge and support from United Learning has also helped leaders to improve the academy.
- Teaching is well managed. The impact of training is evident in the improvement in pupils' progress. Many staff members said how much they enjoyed working at the academy, and teachers confirmed that they feel well supported as well as challenged.
- Leaders give new staff a thorough induction. This ensures that they understand the academy's expectations and key policies on topics such as assessment, behaviour and safeguarding.
- Well-established subject leaders, for example the leaders of English and mathematics, make a very positive contribution to the promotion of high-quality teaching. The expectation is that more recently appointed subject leaders will take on similar roles. Middle leaders know that they will be held to account but that they will also have access to high-quality training and support through United Learning.
- Leaders are tackling the previous poorer performance of disadvantaged pupils well. The pupil premium grant is used effectively to provide extra support where it is needed and to ensure that no pupils miss out on the wider aspects of the academy, such as visits, because of family circumstances. Recent key stage 4 results show that disadvantaged pupils' achievement has risen and is now good.
- Leaders make sure that care for pupils who have special educational needs and/ or disabilities has a high priority. Well-trained staff and good-quality resources benefit pupils who have an education, health and care plan, and those who have disabilities, so that these pupils achieve increasingly well.
- Pupils follow a broad academic curriculum, in which different pathways are carefully designed to prepare pupils for further study and future employment. Leaders have reviewed the curriculum to widen opportunities, for example by giving pupils the opportunity to study the three separate sciences.
- The house structure and tutor times are the main means for much of the work on promoting pupils' spiritual, moral, social and cultural development. A mock election in May 2017 reinforced pupils' understanding of democracy and the importance of

the rule of law.

- 'Drop down' days enable the academy to introduce work in more depth on personal, social and health education issues which are relevant to pupils. For example, a recent day included sessions on helping pupils to understand issues around extremism.
- The curriculum is further enhanced by an extensive programme of extra-curricular activities to give pupils as many opportunities as possible. As well as drama, music, art and a variety of sports, activities include support for academic work and careers, preparation for sixth form and higher education, and challenges such as the Duke of Edinburgh Award.
- In the 'cultural capital' week, the academy exploits fully the resources available in London, and the cross-curricular projects help pupils to understand and value other cultures. Such experiences deepen pupils' understanding of the topics they study and widen their horizons and ambitions. Consequently, pupils are very well prepared for life in modern Britain.

### **Governance of the school**

- The local governing body makes a highly effective contribution to the overall leadership of the academy through working closely with the leadership team and United Learning. Governors visit the academy, talk to pupils and staff and receive detailed and relevant information about the academy's progress. Their knowledge of the academy enables them to be rigorous in holding leaders to account. This is, however, done in a constructive and supportive manner, which helps the academy to move forward rapidly and securely.
- Governors have a very clear understanding of their statutory duties and ensure, for example, that the pupil premium and Year 7 catch-up funding are used effectively to raise the achievement of these groups of pupils. Similarly, their approach to safeguarding is thorough and effective.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and governors make sure that pupils are safe. Staff know pupils and families well and are quick to take action and provide support if pupils face difficulties. Staff also work closely with other agencies when there may be safeguarding issues.
- Safer recruitment procedures are well established. Employment checks are thorough and records are up to date. Staff new to the academy in September 2017 confirmed that they had been trained in safeguarding as part of their induction.
- Staff know how to respond to different situations, including the signs of radicalisation. Pupils said that they understand issues around safeguarding and know how to stay safe in different situations, including through the use

of social media.

- Pupils said that they feel safe in the academy. They were very complimentary about how well the academy handled the possible impact of the incident at Parsons Green Tube Station.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching and learning is improving rapidly and is now good overall. Academy leaders, supported by the governing body and United Learning have taken decisive action to eliminate poor teaching. Regular reviews of the quality of teaching ensure that any issues are picked up quickly and that teachers receive the training and support they need.
- The parents who responded to the online questionnaire, Parent View, were positive about the impact of teaching and believe that their children are making good progress.
- Teachers have high expectations of what pupils can achieve and they generally plan effectively. They use information from regular checks on how well pupils are doing, to plan the next steps. As a result, pupils are now making good progress.
- Relationships between staff and pupils are very good and based on mutual respect. Classroom routines are well established, and pupils arrive to class properly equipped and ready to learn. They settle quickly to work and respond willingly to the directions they are given. Lessons have a purposeful working atmosphere.
- Staff know their pupils well and understand their individual needs. They aim to help pupils to become more confident and resilient learners. Sometimes, however, pupils are too dependent on support from teachers and reluctant to take risks and challenge themselves.
- Where teaching is most effective, teachers use questioning to probe pupils' understanding and encourage them to explain their ideas in greater depth. For example, in a geography lesson, skilful questioning helped pupils to develop a deeper understanding of the impact of water supply issues in less economically developed countries.
- Pupils' books show that work in other subjects is used to help pupils to practise and apply their literacy and numeracy skills. Staff also regularly share information about what they themselves are reading to encourage pupils to read widely.
- Appropriate homework is set regularly to consolidate and expand on classroom learning. Pupils understand how it supports them to make more progress.
- Most teachers use the academy's assessment policy effectively to give pupils useful feedback, which they then use to improve their work. Academy leaders are, however, aware that they need to do more to make sure that feedback is consistently useful.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The academy's work to promote pupils' personal development and welfare is good.
- Several parents of Year 7 pupils said that they were pleased with how quickly and happily their children had settled into their new school.
- Pupils generally have very positive attitudes to learning and want to do well but sometimes lack confidence in their ability to cope with more challenging work.
- The academy has excellent systems which help staff to identify issues which may be preventing pupils from learning. Staff use these to provide appropriate support. The impact of this can be seen in much improved behaviour and attendance and much higher standards in academic work.
- The work on dealing with bullying has been effective, and academy records show that there are very few incidents. Pupils understand what constitutes bullying and that it can take different forms, for example the misuse of social media. They understand what to do should it occur. Surveys and discussion indicate that most pupils believe that any bullying will be dealt with quickly. Surveys of parents showed that they feel that it is dealt with effectively.
- The academy gives pupils opportunities to take responsibility and provide leadership. These often come through the house system, which is the focus for many academy activities. Pupils said that they are consulted and that their views are taken seriously.

### Behaviour

- The behaviour of pupils is good. Pupils are very welcoming and polite to visitors and are clearly proud of the academy.
- Pupils understand the academy's expectations for behaviour and respond well to these. They respect the building and keep the academy site free from litter. Pupils move around the academy in an orderly and calm manner and arrive punctually to lessons.
- Leaders and all staff implement expectations consistently and deal with any behaviour issues quickly and effectively. As a result, fixed-term exclusions have dropped considerably.
- Attendance has improved considerably in the last two years. It is now in line with the national average. The academy's rigorous monitoring procedures have helped to reduce absence. Academy staff work closely with pupils and families where persistent absence is still an issue. The number of persistent absentees is declining.

## Outcomes for pupils

Good

- Current pupils are making good progress across a range of subjects, particularly in the core subjects of English, mathematics and science. This is a considerable

improvement on previous years and is enabling pupils in older year groups to make up for any previous underachievement.

- There is relatively little difference between the rates of progress of different groups. The progress of disadvantaged pupils and those who have special educational needs and/or disabilities or who speak English as an additional language has improved and is now equal to or better than that of other pupils. This is because teachers understand these pupils' needs better and, where needed, provide additional help with their learning.
- The proportion of pupils achieving five or more A\* to C (or an equivalent standard pass) at GCSE has improved considerably from 2015 and is now above the national average. In 2015, half the Year 11 pupils achieved this outcome. In 2017, this increased to just under three quarters.
- At GCSE in 2017, pupils made better progress than the national average, and disadvantaged pupils made particularly good progress. The improvement in outcomes is the result of better teaching, mentoring and specific interventions. These have enabled pupils to close gaps in their knowledge, skills and understanding.
- Subjects have improved their results compared with previous years. In 2017, pupils who sat GCSEs in the separate sciences did particularly well, and there were strong performances in English, mathematics, geography, Spanish, media and the BTEC business studies course.
- Pupils' achievement in English and mathematics is improving rapidly as a result of effective leadership and better teaching. Academy and subject leaders have worked hard to ensure that all pupils are encouraged to read widely. Their work has helped to improve pupils' writing skills as well. Similarly, well-targeted support and practice in basic skills in mathematics has helped to increase pupils' confidence and skills.
- Pupils receive high-quality guidance to help them to prepare for their next stage. Almost all pupils continue in education or move on into training or employment.

## School details

Unique reference number	141617
Local authority	Hammersmith and Fulham
Inspection number	10036281

This inspection of the school was carried out under section 5 of the Education Act 2005.

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	411
Appropriate authority	The board of trustees
Chair	Stephen Greenhalgh
Principal	Leon Wilson
Telephone number	0207 731 2581
Website	<a href="http://www.thehurlinghamacademy.org.uk">www.thehurlinghamacademy.org.uk</a>
Email address	<a href="mailto:info@thehurlinghamacademy.org.uk">info@thehurlinghamacademy.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The academy meets requirements on the publication of specified information on its website.
- The academy complies with Department for Education guidance on what academies should publish.
- The Hurlingham Academy is smaller than the average secondary school. Since the spring term of 2015, it has been part of the United Learning Trust. The current headteacher has been in post since September 2015.
- About a quarter of pupils at the academy are of White British origin. Other pupils come from a wide range of ethnic backgrounds. About half of the pupils speak English as an additional language.
- The proportion of pupils for whom the academy receives the pupil premium is above average. The proportion of pupils who have special educational needs and/or disabilities is also above average.

- The academy meets the government's current floor standards, which are the minimum standards for pupils' attainment and progress at the end of key stage 4.

## Information about this inspection

- Inspectors observed learning in 30 part-lessons, many of them jointly with senior leaders. They also visited an assembly. During visits to lessons, inspectors looked at pupils' work in books.
- Meetings were held with staff, including newly qualified teachers and staff new to the academy, pastoral and academic senior and middle leaders, pupils from all year groups, the chair and other members of the local governing body, the director of education and the regional director of the United Learning Trust.
- Inspectors took account of the 28 responses and written comments from parents to Ofsted's online questionnaire, Parent View, and information from the academy's own surveys of parents over the last two years.
- Inspectors examined 36 responses to the staff questionnaire and 85 responses from Year 11 pupils who had completed the online survey.
- Inspectors scrutinised a wide range of documentation. This included the academy's evaluation of its performance, the academy's plan for improvement, information about standards and progress, the academy's website, logs of behaviour and attendance and a range of policies.

## Inspection team

Grace Marriott, lead inspector	Ofsted Inspector
Rebecca Allott	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector
James Whiting	Ofsted Inspector

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