



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Hurlingham School

February 2022

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School's Details

School	Hurlingham School			
DfE number	212/6147			
Address	122 Putney Bridge Road London SW15 2NQ			
Telephone number	0208 8874 7186			
Email address	office@hurlinghamschool.co.uk			
Headmaster	Mr Simon Gould			
Proprietors	Mr George Duncan and Mrs Fiona Goulden			
Age range	2 to 11			
Number of pupils on roll	411			
	EYFS	121	Juniors	290
Inspection dates	8 to 11 February 2022			

1. Background Information

About the school

- 1.1 Hurlingham School is a co-educational independent day school. The school was founded in 1947 in Fulham and now occupies two sites: the prep school, adjacent to Wandsworth Park in Putney and a nursery school situated on a separate site nearby, which was acquired in 2017.
- 1.2 The school and nursery are owned by two private limited companies, operated by a family whose members form a board of two directors. The directors govern the school and provide proprietorial oversight. The principal is one of the proprietors and has delegated responsibility for the oversight of the day-to-day running of the school to the headmaster. The school also has a board of advisors which meets termly.
- 1.3 Since the previous inspection, the school has appointed a new head who took up his post in September 2020. The senior leadership team has also been re-structured.
- 1.4 During the period of March to May 2020, the school remained open only for children of key workers, reopening for children in reception and pupils in years one and six in the second half of the summer term. During this period of closure all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school's aim is to provide a happy, secure atmosphere in which pupils can be the best that they can be. It aims to foster creativity and independence of thought, and to nurture self-confidence, self-discipline, self-motivation, self-esteem, and a thirst and enjoyment for learning, focusing on community engagement and partnership with parents.

About the pupils

- 1.9 Pupils come from a range of professional backgrounds, mostly living locally to the school. Data provided by the school indicate that the ability of the pupils is above average. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND) who receive extra support. English is an additional language (EAL) for 118 children, of whom 7 require additional support to access the curriculum.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils' attainment is extremely high across all areas of learning, increasing at an accelerated rate in their final years.
- Pupils with SEND and EAL make particularly significant strides in their learning and achievement over time.
- Pupils are highly efficient communicators and particularly good listeners who digest information before giving their opinions.
- Pupils are natural and effective users of computing in their learning and sustained excellent progress throughout lockdown periods since September 2020 using these skills.
- Pupils demonstrate a love of learning and are highly enthusiastic about their lessons.

3.2 The quality of the pupils' personal development is excellent.

- Pupils show extremely strong moral development and clearly distinguish between right and wrong behaviours; they behave with great courtesy to and consideration for others.
- Pupils have strong work ethics, are reflective about academic and social challenges and are most aware of the importance of becoming good citizens.
- Pupils develop extremely strong social and collaborative skills by the time they leave the school. They work together in highly efficient teams to achieve success in their learning.
- Pupils are highly inclusive, exhibiting a deep sense of awareness of the needs of minorities and those with different views.

Recommendation

3.3 In the context of the excellent outcomes the school might wish to consider:

- Enabling pupils to strengthen their self-assessment skills by implementing consistent techniques across the school which help them to identify how to further improve their own learning.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils' attainment is excellent across all areas of learning, increasing at an accelerated rate in their final years, as confirmed by analysis of standardised and formative assessment data provided by the school. They make strong progress in English and mathematics over time. This did not diminish during

periods of remote learning since September 2020 due to high-quality planning and skilful delivery in teaching, along with assiduous monitoring of outcomes and opportunities for intervention. This is true for all pupils, including those diagnosed with SEND and EAL, who make particularly significant strides in their learning and achievement over time. Almost every parent who responded to the pre-inspection questionnaire agreed that the range of subjects, including any online learning, is suitable for their children.

- 3.6 Pupils develop strong knowledge, skills and understanding across all areas of learning and can apply these effectively across different curricular contexts. Almost all pupils who responded to the questionnaire agreed that their skills and knowledge improve in most lessons. Inspection evidence shows that pupils make highly effective links between different areas of learning, due to the school's highly integrated curriculum. This was evident when pupils linked their knowledge of Christianity and Judaism to symbols on a Muslim prayer mat. During an immersive re-enactment of a Tudor royal banquet, Year 1 pupils showed detailed knowledge of castles and compared Tudor customs to modern life. Nursery children demonstrated excellent application of measure, spatial awareness and problem-solving when constructing a bridge from planks and milk-crates, while Year 2 pupils showed great understanding of wax-resist and watercolour-mixing techniques when creating polar-bear illustrations. Year 6 pupils analysed and compared poems by Maya Angelou and Amanda Gorman confidently to discuss the abstract concept of fear with success. Excellent subject knowledge and affirmative encouragement evident in teaching are key factors in these outcomes.
- 3.7 Pupils display excellent communication skills. Their high confidence in expressing clear points of view stems from teaching which provides numerous opportunities for pupils to participate and share their thinking. Pupils perform with great success to an audience in Spanish oral games, write persuasive letters to convince publishers to print a more diverse range of books, and speak animatedly in assembly presentations. During a religion and philosophy (RPE) lesson, pupils role-played one of the 10 Sikh gurus and made incisive summaries of their contributions to Sikhism in Indian society. They are particularly good listeners who digest information before giving their opinions. The youngest children make rapid progress in their knowledge of sounds and letter shapes, producing legible writing at very early ages. Older pupils' writing, on subjects such as diary entries imagining what experiencing volcanic eruptions might be like, is of extremely high quality. Pupils make excellent use of the school's extensive library of fiction and non-fiction texts, supported by library staff who promote the use of books for edification and enjoyment. They contributed with maturity, eloquence and confidence during the inspection discussions.
- 3.8 Pupils of all abilities demonstrate excellent numeracy skills. This was evident when nursery children demonstrated excellent developing understanding of ordinal and cardinal number when counting witches' hats correctly during story time. Older pupils used graphs and calculations successfully in science and geography. Pupils respond skilfully to problem-solving activities, as seen both during lesson observations and through scrutiny of work. They tackle these resourcefully and collaboratively, aided by teaching's effective implementation of strategies such as ability pairings and multi-sensory approaches to arithmetic and shape mastery. Reception children were able to name a variety of 3D shapes correctly and use them to build models, and Year 5 pupils all produced successful distance-time graphs during a challenge set in class. In discussions, pupils remarked that "maths is everywhere", explaining that competence in numeracy is vital for their success in the workplace.
- 3.9 Pupils are natural and effective users of computing in their learning, due to availability of individual laptops which enable access to information, recording and presenting tools. Pupils described how they design their own websites, upload cookery videos and express results in science using these. Pupils with SEND use technology in highly effective ways which help them to organise and present their work so that they achieve just as well as their peers. Pupils described the crucial difference that competence in information and communication technology (ICT) and access to the school's well-designed online learning platform made to their remote learning; a factor that undoubtedly contributed to their

sustained excellent progress since September 2020. Pupils also benefit from the support of their peers, or by offering such support themselves, through the school's digital leader programme.

- 3.10 Pupils draw on a wide range of sources in their work, using both those found in the school's library and online. They described their enjoyment in completing tasks with the information they find, rather than simply reporting the information itself. In a Year 5 science investigation on floating and sinking, pupils displayed excellent skills of analysis when they synthesised solutions rapidly to enable their boats to balance, following hypothesis as to why they might have sunk in the first place. Frequent use of skilful open questioning in teaching provides crucial support and encouragement to think creatively in such ways. Almost all pupils who responded to the questionnaire agreed that marking and feedback helps them to improve their learning. Pupils of all ages show excellent levels of maturity and resilience when solving problems; this was particularly evident when older learners analysed complicated, philosophical concepts such as 'fear' in Year 6 English. Pupils are generally self-reliant but notably, most work more successfully with their peers to analyse and synthesise information and to derive arguments or opinions than on their own.
- 3.11 Pupils enjoy notable success in an extensive range of academic, sporting, cultural and creative endeavours. A large number are successful in gaining entry to highly selective day schools at 11+, with many also winning scholarships and awards. A significant number not only play musical instruments, but achieve high numbers of merits and distinctions in instrumental examinations, including some who achieve higher grades. The co-curricular endeavours by pupils in sport, music, art and performance is of an exceptionally high standard; several pupils have achieved the Artsmark Award at bronze level and others have variously won creative writing, general knowledge, design, poetry and singing competitions. These successes demonstrate the success of leadership and governance in promoting excellent outcomes for pupils.
- 3.12 Pupils display eagerness and zest in their learning; they have highly positive attitudes and describe how much they enjoy coming to school. They engage strongly and develop highly collaborative learning skills from the earliest age. The youngest children confidently choose their learning activities in free-flow time. The oldest display extremely strong group-learning ability across the curriculum. They describe the trust that their teachers invest in them when engaging in individual or group initiatives and their desire to repay this with the highest quality output. Most demonstrate effective levels of initiative and independence, evident both during observations of lessons and scrutiny of work. Pupils have a love of learning and are very enthusiastic about their lessons. Older learners clearly explained the need for consistently high levels of effort in order to transfer to their senior school of choice by the end of their time at the school. High expectations from leadership, along with enthusiastic, empathetic, kind and enjoyable teaching supports pupils in this goal, as does a highly motivational reward system which celebrates effort, attainment and positive attitudes to learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils gain increasingly high levels of self-knowledge and self-esteem as they proceed through the school; almost all parents agreed that the school helps their child to be confident and independent. Inspection evidence shows that most pupils show an excellent understanding of their learning performance and the next steps to their improvement but are sometimes less able to articulate which aspects of their performance contributes to success in learning, because self-assessment skills are not consistently taught in all ages. Pupils explained that their self-confidence grows through participating in assemblies, drama productions and through presenting their work to others. They delight in initiatives such as the 100-question timed challenge in mathematics, describing their immense pride when they improve on their previous score. Pupils are also adept at self-help, describing how they use breathing and mindfulness techniques successfully to help them to cope with stressful situations. Pupils' assured self-confidence yields high levels of resilience when faced with challenging activities

such as coding games. They have strong work ethics, are reflective about academic and social challenges and are very aware of the importance of becoming good citizens. They thrive on the motivational reward system in place at the school and their self-understanding is testament to the positive impact of the personal, social, health and economic education (PSHEE) and relationships programmes, which are core curriculum elements throughout the school.

- 3.15 Pupils become adept decision-makers as they move through the school, supported by careful and skilled planning and intervention from teaching. Pupils show high levels of mature decision-making skills. The youngest pupils worked through their reluctance to give up a balance bike at the end of play, and the oldest learned how to make the best decisions on collaborative learning when they were not able to have the partner of their choice. Pupils make positive collegiate decisions which have meaningful impacts on school life, through membership of the many school committees. They can also make good individual decisions, for example, when allowed to choose the level of difficulty of application tasks in lessons. Pupils' excellent understanding of social interactions and the need to be kind and respectful to others help them to make mature decisions about the way they treat other people. Pupils are vocal about the importance of being able to 'say no' and state that being proud of who they are ensures harmonious interactions and respect for everyone's well-being at school. The universally understood 'golden rules', which pupils help to formulate, and the impact of the PSHEE and relationships programme lead to these excellent outcomes.
- 3.16 Pupils show a strong appreciation for non-material aspects of life such as love, family, and friendship which they explore in depth through their PSHEE and relationships lessons and through discussions with their class teachers. Year 1 pupils displayed this understanding most palpably during a moving assembly on the theme of love. Pupils show intellectual curiosity towards, and tolerance of other faiths. In discussions they were able to explain, candidly, the values of family, friendship, education and the elation of success after investing time and effort in a challenge. Pupils take time for reflection and introspection during the school day and they spoke openly about how others' personalities count far more to them than outside appearances. The many fine examples of pupils' artwork on display illustrates pupils' sensitivity and appreciation for the aesthetic, from 'Elmer the Elephant' in Reception to digital art portraits of influential black historical figures in the older years.
- 3.17 Pupils show extremely strong moral development and distinguish clearly between right and wrong behaviours; throughout all levels of the school, they behave with great courtesy and consideration for others. They were observed holding doors open for each other without being asked, offering others daily greetings and showing genuine interest in each other's feelings. Pupils accept responsibility for their own actions, understanding that rules benefit everyone. They explained that the school values and expects excellent behaviour, as celebrated in assemblies, newsletters and postcards home. The success of these expectations is characterised by there being very few behavioural incidents amongst pupils; any that occur are dealt with swiftly and skilfully before any escalation of behaviour management is needed. Reception pupils were seen negotiating effectively to avoid argument and they traded tools peacefully. Sanctions are rarely, if ever used. Relationships are extremely positive and a palpable culture of respect and tolerance pervades all aspects of school life.
- 3.18 Pupils develop extremely strong social skills by the time they leave the school. This is a particular strength which is inculcated from the very youngest age. Rather than argue about who was driving the car, nursery children willingly took turns to push each other around the play area. Year 2 pupils offered to help each other do up art aprons without prompting. Pupils are aware of current issues and discuss these in class, at breaktimes and during school committee meetings. They are appreciative of other perspectives, as highlighted during a discussion between older pupils over current issues between Russia and Ukraine. They show a very subtle understanding of human interactions and highly value respect and kindness. They value the help of their peers in problem-solving tasks as seen in a mathematics lesson with older pupils recapping fractions, as well as in a performance-based task in music where Year 4 pupils made rapid progress with their soundscape compositions due to excellent behaviour, managed and supported by teaching.

- 3.19 Pupils willingly take on and succeed in many roles of responsibility starting at a young age. Year 3 pupils described their pride in being asked to return registers to the office, citing how important it was to do this very responsibly, not running on the stairs and being careful and polite. Older pupils serve in elected positions on the school council, food, eco, healthy schools, arts and charities committees, as well as volunteering for positions such as mental health champions and librarians. They understand the need to give back to the community through philanthropic effort. Pupils have variously raised money through their own initiatives for Wandsworth food bank, holding bake sales which raised four-figure sums. They have streamed themselves cooking a different dish each day and selling a recipe book in aid of a local homeless charity. They volunteer to help in refugee centres, upcycle wellington boots as plant pots for the local park and earned a Guinness world record for creating the largest coin mosaic in aid of the Honeypot charity. Initiatives such as the school's enrichment programme and the extremely well planned PSHEE curriculum support pupils in achieving these excellent outcomes.
- 3.20 Pupils are very inclusive; they speak with sensitivity and tolerance about 'differences'. They see these as a benefit, enabling them to learn from each other's background, experiences, languages, traditions and customs. They have a strong sense of fair play and are extremely voluble about the importance of tolerance and respect for all. They explained, passionately, that discrimination is unkind and harmful to others and that they learn about diversity through initiatives such as Black History month. They identified their development of cultural awareness of festivals in language lessons and their access to literature from a wide range of diverse authors such as Maya Angelou in Year 6. They discussed how RPE lessons help them to gain insight into other religions. Pupils realise profoundly that being informed helps one's understanding of people with different beliefs. Pupils wrote to publishers requesting more diversity in the population to be reflected in their books, inspired by an enrichment activity, highlighting the value that pupils place on having role models from all sections of society.
- 3.21 Pupils display a clear understanding of the need for a healthy diet, exercise and balance in their daily lives. They describe the importance of strong mental as well as physical health. Pupils understand how to stay safe online and when out and about. Almost all parents and pupils agreed that the school encourages a healthy lifestyle and inspection evidence supports this view. Pupils make highly effective use of mindfulness techniques to maintain emotional equilibrium, as seen when pupils sought out their 'breathing wands' when feeling frustration building. They have a very strong awareness of potential danger from strangers and how to stay safe in London. They enjoy exercise for its own sake and are not unduly competitive even when taking part in fixtures since their focus is on improving their skills. Pupils described how participation in physical activity helped them to obtain fresh air and to combat negative feelings. Some of their comments in questionnaires included the view that there is a lack of healthy alternatives on school menus, showing pupils' awareness of the importance of healthy eating. Pupils explained that they have been able to raise this view successfully with leadership through the school council and food committees, illustrating their clear understanding, both of a need for improvement as well as the means to achieve it.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Kerry Lord	Reporting inspector
Mr Gavin Sinnott	Compliance team inspector (Director of studies, IAPS school)
Miss Sarah Menegaz	Team inspector (Deputy head, IAPS school)
Mr Jonathan Egan	Team inspector (Head, IAPS school)