

# Ofsted Report

October 2022



The Bridge London  
Hungerford School

Pride  
Passion  
Partnership  
Professionalism  
Positivity

# Inspection of Hungerford School

249 Hungerford Road, Islington, London N7 9LF

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Inspection dates: 5 and 6 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Hungerford Primary School and Children's Centre under section 5 of the Education Act 2005. However, Ofsted previously judged Hungerford Primary School to be inadequate in 2018, before it converted to academy status and then opened as Hungerford School in 2018.

## **What is it like to attend this school?**

Hungerford School is a welcoming school. Pupils benefit from a much-improved educational offer. The curriculum in place is ambitious. It meets the learning needs of pupils, who develop into considerate young people.

Pupils demonstrate positive attitudes to their learning. They work collaboratively, listening to each other, and make valuable contributions to lessons. Pupils are happy to attend here. In the early years, children enjoy learning. Pupils are safe in school. Relationships between adults and pupils are positive. Pupils behave sensibly. Leaders deal effectively with any bullying incidents and manage these promptly. Staff have high expectations of what pupils can and should achieve.

All pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Pupils generally leave the school well prepared for secondary school. Parents and carers appreciated the hard work of the staff team to support their children. They valued the care and support given to their children and the regular communication they receive from leaders. Pupils are encouraged to take on responsibilities to make a positive contribution to the school, such as members of the 'eco committee'.

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

Leaders have created a well-sequenced curriculum in most subjects. They are ambitious about what they want pupils to learn. Leaders consider the key knowledge that they want pupils to know, including subject-specific vocabulary. This helps pupils to deepen their knowledge. Leaders ensure that the early years curriculum prepares children well for Year 1 and beyond. Not all subjects are as well planned as others. In some subjects, leaders' curricular thinking does not develop pupils' knowledge and understanding in as much depth.

Leaders ensure that teachers have regular, high-quality training to teach different subjects effectively. Teachers provide pupils with many opportunities to practise what they have learned. Some newly appointed subject leaders do not have the expertise to check how well the taught curriculum is implemented.

Teachers support pupils to access a diverse range of books and authors. In the early years, children listen to adults read during story times. Pupils receive lots of practise to become fluent readers. Assessment of pupils' reading ability is timely and useful. Leaders use this information to identify and support pupils who need extra help with their reading.

All staff have high expectations of pupils' behaviour. Adults model the importance of kindness to each other. Pupils are guided how to make and keep friends, and to understand and respect differences. They are taught ways that help them to keep calm during difficult moments. Staff teach pupils the rules and routines needed to

ensure that lessons are productive and rarely disrupted. In early years, children are polite to one another. They learn through playing together and singing. Teachers help children to learn new routines and to settle quickly.

Leaders have implemented a detailed programme of learning for pupils' personal, social, health and emotional development. They ensure that pupils celebrate the rich cultural diversity of the local community. Pupils make visits to theatres, galleries and museums. Sporting and other clubs are also popular. Pupils are taught about how to manage their own emotions.

Staff identify pupils' additional needs early. Staff work closely with outside agencies to support pupils with SEND. Leaders communicate regularly with parents about their children's progress. Teachers skilfully adapt the curriculum to make it manageable for pupils with SEND. This helps these pupils to access the same curriculum as their peers and achieve well.

Over recent time, leaders have improved the culture of the school significantly. They work diligently to implement improvements. Staff workload and well-being are considered and manageable. School leaders, the trust and members of the governing body have worked together closely. This has led the school to make rapid and sustainable improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders check regularly the safeguarding, attendance and well-being of pupils. Staff receive up-to-date training about how to keep pupils safe. Leaders work closely with external agencies to support vulnerable families. They are tenacious in securing the support that pupils and their families need.

Leaders carry out appropriate background checks on staff and volunteers. Pupils are taught how to keep safe, including online. They know who to go to if they have a concern.

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

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

- A few subjects are not planned and sequenced as precisely as in other subjects. This means that in these subjects, pupils do not deepen their knowledge and build on what they know and can do. Leaders should ensure that all subjects identify the key knowledge that pupils require, and build on this cumulatively.
- Some leaders do not have the expertise they need to check how well the planned curriculum is implemented. Leaders should ensure that all subject leaders receive the training and guidance they need to develop their leadership and oversight of their subject areas.

## 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

<b>Unique reference number</b>	145731
<b>Local authority</b>	Islington
<b>Inspection number</b>	10241343
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Tait
<b>Headteacher</b>	Jo Stephens
<b>Website</b>	<a href="http://www.thebridgelondon.co.uk">www.thebridgelondon.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Hungerford School converted to become an academy in May 2018. When its predecessor school, Hungerford Primary School and Children’s Centre, was last inspected by Ofsted, it was judged to be inadequate.
- There have been significant changes in staffing at all levels since the school joined The Bridge London Trust, which is now called The Bridge Mat. This includes a new headteacher and senior leaders.
- The school does not use any alternative provision.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- 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 met with the headteacher and other members of the school leadership team, including the special educational needs coordinator.

- Inspectors carried out deep dives in these subjects: reading, mathematics, music, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, met with teachers, spoke to pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- Inspectors observed pupils' behaviour throughout the school day, including at lunch and breaktime.
- Inspectors met with the chair of the board of trustees and the chief education officer from the education trust.
- Inspectors met with members of the local governing body.
- Inspectors met with staff and considered the responses received to Ofsted's online staff survey. Inspectors considered the views of parents and pupils, including through the responses that were received to Ofsted's online surveys.

### **Inspection team**

Phil Garnham, lead inspector

His Majesty's Inspector

Tom Canning

Ofsted Inspector

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