

William Morris Sixth Form

St Dunstan's Road, London W6 8RB

Inspection dates

24–25 April 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for students	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and students

This is a school that requires improvement

- Leaders and governors' actions have not brought about rapid and sustained improvements to the quality of teaching, learning and assessment.
- There are too many subjects where the quality of leadership, teaching, learning and assessment is not of a high enough standard. Some students opt to attend certain lessons only sporadically.
- Until very recently, the curriculum did not meet the needs and abilities of all students. Some students followed inappropriate programmes of study. Some were not able to sustain their studies.
- Consequently, since the last inspection, students' progress, particularly on level 3 courses, has remained below the national average.
- The quality of teaching and current students' work, particularly on academic courses, indicates that inconsistencies remain.
- In some subject areas, there are opportunities for relevant and planned work experience. However, this is not consistent across subjects. Some students would like further information around employment prospects such as apprenticeships.

The school has the following strengths

- Leaders have created an inclusive learning environment which actively promotes students' personal development and well-being. Safeguarding arrangements are effective.
- In some subjects, teachers' strong subject knowledge and enthusiasm is shared effectively with students. In these areas, students make good progress.
- Leaders are currently reviewing the curriculum offer to ensure that it meets all students' needs and aspirations.
- Since the previous inspection, leaders have introduced some whole-school procedures to ensure greater consistency across departments and raise teacher expectations. Poor practice is now more stringently held to account.
- The majority of students go on to appropriate courses and employment when they leave the sixth form. The quality of information, advice and guidance has improved.
- Provision for students who have special educational needs and/or disabilities (SEND) is strong and they make good progress.

Full report

What does the school need to do to improve further?

- Leaders and the governing body must ensure that they secure rapid and sustained school improvement by:
 - providing advice, support and appropriate challenge to middle leaders to raise expectations around the quality of teaching and students' progress in all subjects
 - developing a curriculum offer that is appropriate to the wide and varied academic needs and aspirations of students
 - ensuring that targeted actions are implemented urgently and checked systematically to monitor the impact on the quality of teaching and students' progress
 - enabling all teachers to develop the quality of their practice, over and above complying with the school's procedures around lesson planning and organisation
 - ensuring that the assessment system is used accurately by all staff, so that students at risk of underachieving, particularly those who are disadvantaged or have low starting points, can be quickly supported to catch up
 - analysing and addressing the reasons for poor attendance and/or lateness to specific lessons and/or subjects
 - providing a systematic approach to work experience to heighten students' understanding of available opportunities, including apprenticeships.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Senior leaders and governors have not implemented effective strategies to rapidly improve and sustain the quality of teaching across all subjects. They know which areas need to improve, work closely with external advisors and have created a two-year action plan. However, some of their actions to date lack urgency and strategic direction. Leaders do not check regularly enough that their actions are having the desired impact.
- Since the last inspection, senior leaders have focused on improving the quality of teaching and learning. They have created a coaching team to share best practice and developed a programme of professional development. They have begun to support middle leaders as they check on the quality of teaching in their subject areas. Senior leaders have instigated a whole-school approach to lesson planning and introduced a set of minimum expectations. While these appear to be consistently adhered to, they focus on procedures rather than the quality of teaching. Consequently, teaching, particularly in key areas such as A-level science, sociology and psychology, is still not consistently good. In some subjects therefore, current students are not making the progress they are capable of.
- The curriculum 'offer' covers an extensive range of courses, including vocational and academic, at levels 1, 2 and 3. However, previous leaders were slow to react to changes in the vocational qualification system. As a result, there is no published data for the 2018 vocational cohort, as they completed courses that were no longer part of the Department for Education's list of approved qualifications to be included in the performance tables. Equally, some students had been advised to start study programmes that they did not have the academic ability to achieve well in. New senior leaders have now tightened the entry criteria for some courses and information, advice and guidance for students is more focused. School leaders are currently reviewing the curriculum offer in order to meet the wide ability needs of prospective students.
- Leaders prepare students well for life in modern Britain. Leaders have given careful thought to pupils' social, spiritual, moral, and cultural development and ensuring equality of opportunity in this inclusive sixth form. They provide a wealth of enrichment events to extend students' understanding of the wider world, the diversity of modern society and the cultural benefits of living in a capital city. Students are encouraged to take leadership responsibilities, including running the sixth-form student union. Events such as next week's fun run, to raise awareness of knife crime issues, are popular events in the school calendar. The tutorial programme encourages debate about current affairs, for instance Brexit.
- Leaders ensure that there is effective provision for students with SEND. Bespoke programmes of study for those on education, health and care (EHC) plans and effective use of teaching assistants, enable students to access appropriate courses and achieve relevant accreditation. These students are supported to access relevant further education and/or training.
- Leaders carefully track the academic, social and emotional progress of disadvantaged students and provide relevant financial support as appropriate. Leaders are aware that historically, this group have performed less well than others, particularly in weaker

subject areas. They have devised a clear strategy to tackle identified issues for this group.

- The school meets both the Gatsby benchmarks and the 16 to 19 study programme requirements around teaching employability skills and providing guidance on work experience. However, some students say that they would like further information around the wide range of options available to them when they leave, including apprenticeships.
- New teachers feel well supported by senior leaders and are clear about the increasing focus on teaching and learning. They value the professional development opportunities and training they have received.
- The majority of parents who responded to the Ofsted online questionnaire, Parent View, were complimentary about the support their child received and how much they were enjoying their studies.

Governance of the school

- The governing body are experienced, proud of the inclusive nature of the sixth form and dedicated to making the necessary school improvements.
- Since the last inspection they have intensified their scrutiny of leaders' actions through the 'school improvement board' (SIB) and have drawn upon external advice and guidance, including that provided by the local authority. This board has had to take decisive action in terms of staffing to ensure financial stability.
- While governors do now question the information provided by school leaders, further strategic challenge to increase the pace of change would be highly beneficial.

Safeguarding

- The arrangements for safeguarding are effective.
- School leaders work closely with a wide range of external agencies to ensure that students and their families receive early and targeted support. Actions to support these young adults are timely and appropriate. A recently implemented online system enables school leaders to track actions and share information promptly.
- Staff are well-trained and vigilant. They are aware of issues in the wider community that pose a potential risk to students, such as knife crime and criminal activity. Consequently, they are alert to any signs that might indicate involvement. Equally, staff are aware of the prevalence of mental health issues and online bullying. All staff are clear about their responsibility to share concerns and understand the procedures for doing so.
- Checks on the suitability of staff to work at the school are in line with statutory guidance.

Quality of teaching, learning and assessment

Requires improvement

- Leaders know that there is variability in the quality of teaching and learning across and within subject areas. They have identified some subjects, for instance science, sociology and psychology, and some teachers where urgent action is required.

- Leaders have implemented whole-school expectations around planning, providing feedback to students, assessment and notebooks for students. This has brought consistency of approach and, in general, dialogue between teachers and students on how they can improve their work has increased. However, some elements are purely procedural. They have not had a noticeable impact on the quality of teachers' practice or students' progress in some areas.
- Students expressed their frustration in the discrepancies between departments. Some say that they now choose which lessons to attend based on the quality of the teacher present. Attendance in some lessons is low as a result.
- Where teaching is weaker, students' understanding of concepts and ideas is not regularly checked and questioning is at a superficial level. Assessment information that is shared with students is not accurate, leading to confusion. Students commented on some subjects where they had not completed the course even though the external, final examinations are imminent.
- Some teachers, however, have excellent curriculum knowledge, are skilled practitioners and are passionate about their subject. These teachers instil confidence and enthusiasm in their students. In these subjects, students work at a competent level, often independently, making secure and sustained progress. For instance, art and photography students were able to explain their rationale for independent projects. In English, students could show the progress they had made with their writing. Performing arts students demonstrated practical workshop skills in a safe and productive environment. Health and social care students explained what they had learnt on their work experience placements. Students were highly complimentary about the quality of teaching in some areas and were able to demonstrate in their work the good progress they had made.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote students' personal development and welfare is good.
- Leaders are proud of the comprehensive package of support on offer at the sixth form. 'The house' provides an on-site student services centre, offering advice and guidance, medical attention and access to mentoring and counselling services. Leaders have created a strong culture of support for those young people identified as having welfare, emotional or social difficulties. A weekly meeting ensures that staff can provide early help to targeted students and track previous actions carefully. The sixth form caters very effectively for students in the care of the local authority.
- Students spoke openly about the support they have received and the excellent rapport between staff and students. All were clear that any concerns, no matter how small, would be dealt with swiftly and effectively. Student groups encourage collaboration, support and understanding, for instance a women's only group and an LGBT group.
- Wednesday afternoons provide time for students to participate in enrichment opportunities which are varied and appealing. While school leaders could identify which

activities are more popular than others, further analysis of whether some students are not attending any activities was not available.

- A detailed tutorial programme ensures that students receive relevant and informative advice on staying safe, both online and in the wider community. This includes work on avoiding gang affiliation, self-harm and other issues facing young people in modern Britain. Students were highly complimentary about the advice and guidance they receive. Some, however, were less knowledgeable about the risks of radicalisation.

Behaviour

- The behaviour of students is good.
- Students across the sixth form conduct themselves in a mature and respectful way. All arrive from different schools and local authorities across London. Many do not live in the immediate catchment area. The inclusive nature of the sixth form means that students of all abilities attend. However, irrespective of background, postcode or ability, students show respect and tolerance towards each other, the staff and the environment.
- Students, particularly those on vocational or creative courses, work independently on extended pieces of coursework, accessing teachers' help and resources as appropriate. Students are articulate and were keen to share their experiences during the inspection.
- Leaders introduced a new behaviour policy in September 2017 and this has provided clarity around the rewards and sanctions system. In particular, leaders' actions have had a demonstrable impact on students' overall attendance, which has increased. This has involved initiatives to encourage regular attendance and consistent sanctions for those regularly late. However, further analysis of which students are not attending individual lessons and why, would be beneficial.

Outcomes for students

Requires improvement

- Students' progress, particularly those who are disadvantaged, on many A-level courses has continued to be below the national average over the past few years. Inconsistencies between subjects have been profound. Evidence in students' work and the quality of teaching observed during the inspection indicates that these inconsistencies remain.
- In 2016 and 2017, students' progress on vocational courses was also significantly below the national average. While school leaders believe that students did better in 2018, there is no published data for this group as they took qualifications that were no longer included in the performance tables.
- The proportion of students retaking their English and mathematics GCSE qualifications made better progress than students did nationally, particularly in English in 2018. Leaders provide additional support for students who need to improve their literacy skills. Students studying level 2 vocational pathways make relatively good progress.
- SEND students continue to achieve appropriate qualifications in line with their academic abilities and particular needs.

- The breadth of the curriculum offer means that every student can potentially take a bespoke 16 to 19 programme of study, with a mixture of level 1, 2 and 3 vocational and academic qualifications.
- The majority of students progress onto relevant courses, apprenticeships and training when they leave. School leaders have established strong links with some local London universities, but are equally proud of the variety of universities across the country that students progress to.
- Newly introduced expectations around giving students effective feedback have increased the dialogue between students and teachers. Where this is strong, there is clear evidence of students correcting and improving their work.

School details

Unique reference number	133545
Local authority	Hammersmith & Fulham
Inspection number	10088880

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

Type of school	Sixth form
School category	Community school
Age range of students	16 to 19
Gender of students	Mixed
Gender of students in 16 to 19 study programmes	Mixed
Number of students on the school roll	780
Of which, number on roll in 16 to 19 study programmes	780
Appropriate authority	The governing body
Chair	Jean-Michel Boehm
Principal	Matthew Coulbeck
Telephone number	020 8748 6969
Website	www.wmsf.ac.uk
Email address	info@wmsf.ac.uk
Date of previous inspection	7–8 February 2017

Information about this school

- William Morris Sixth Form is a large, inclusive, post-16 provider.
- Over half of the students are girls.
- Over half of the students are known to have been eligible for the pupil premium funding in their secondary school, which is above average.
- The majority of students are from minority ethnic backgrounds which is higher than the national average. The largest ethnic groups are: Black or Black British – African and Any other ethnic group.
- The proportion of students who speak English as an additional language is above average.
- The number of students who have an education, health and care (EHC) plan is above the national average.
- No students attend any alternative provision.

Information about this inspection

- Inspectors observed teaching, learning and assessment across the full range of subjects. They looked in detail at current students' work and assessment folders to see the progress that they are making from their starting points.
- Inspectors held discussions with the principal, vice-principals and representatives from the governing body and local authority. They spoke to subject leads, plus a range of staff and students, including representatives from the student union.
- Inspectors took account of the 52 responses to Parent View and 250 responses to the student survey. There were 75 responses to the staff survey. However, some students were sent the incorrect link, so answered the staff survey instead of the student survey.
- The inspection team scrutinised a wide range of documentation including: records relating to students' behaviour and attendance, minutes of meetings, the school's self-evaluation documentation and the school development plan.
- Inspectors reviewed safeguarding records, policies and procedures. They checked the school's procedures for ensuring the safer recruitment of staff.

Inspection team

Helen Matthews, lead inspector	Her Majesty's Inspector
Alison Moore	Ofsted Inspector
Duncan Kamyra	Ofsted Inspector
Bruce Goddard	Ofsted Inspector

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