

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



1 March 2021

Mary Berrisford
Principal
William Morris Sixth Form
St Dunstan's Road
London
W6 8RB

Dear Ms Berrisford

Additional, remote monitoring inspection of William Morris Sixth Form

Following my remote inspection with Gayle Saundry, Her Majesty's Inspector (HMI), of your school on 27 and 28 January 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in April 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- provide staff with training to improve the remote delivery of the curriculum
- encourage more vulnerable students to attend school during the lockdown period
- adapt implementation of the new attendance and behaviour policy for remote education.

Context

- You joined the school as principal in September 2020. There are two new assistant principals and a new subject leader for science. A new local authority representative has joined the governing body. Furthermore, a new local authority school improvement adviser chairs the school improvement board. This board is made up of the principal, the chair of the governing body, link governors and senior leaders.
- In the autumn term 2020, approximately one third of students experienced periods of remote education because of COVID-19. This included students on A level and vocational courses, both level 2 and level 3, and in both year groups.
- At the time of this inspection, almost all students were learning remotely and very few students with special educational needs and/or disabilities (SEND) were attending on site.
- At the time of this inspection, leaders were not having to manage significant staff absence. No staff are currently absent due to COVID-19.

Main findings

- Before schools partially closed in March 2020, leaders had focused on developing the curriculum. Leaders and governors reviewed and changed the courses on offer. Subject leaders have written new plans. These plans help students to build step by step on what they already know. Since your arrival in September 2020, you have introduced an online learning platform that allows all students to access work when not in school. As a result of these actions, all students are being provided with an education in the current circumstances.
- You trained all students and staff in the new online learning platform during the autumn term. This platform was then used by students who needed to work from home during that term. This gave you confidence that teachers could deliver the full curriculum remotely if needed. Subject leaders have made some minor changes to their curriculum plans for the current partial closure. All students can access their full timetable of lessons online. Subject

leaders told us that students have found learning new content online more difficult than when they are in the classroom. Teachers would benefit from more guidance on how to deliver the curriculum remotely so that students can know and remember more.

- Very few vulnerable students have taken up the offer of a place to study at school. This is mainly due to the long distances many students travel. Leaders and governors have invested in technology so that all students can access their lessons from home. Students and staff told inspectors that they are happy with the arrangements and said that these had improved since March last year. Leaders are providing advice and guidance to students planning to leave school this year. 88% of Year 13 students have applied to university. Students who do not plan to go to university receive individual advice to support them with their future plans. These meetings take place remotely where necessary.
- Students with SEND are attending their lessons online. They receive support in all their lessons as they would during on-site classes. In addition to this, these students receive weekly one-to-one calls from support staff. Leaders ensure that students' education, health and care plan requirements are met while students work from home. Students with SEND can access support from outside agencies where necessary.
- Governors have supported your plan to deliver the curriculum online. They have invested in additional devices. You continue to meet regularly with the chair of the governing body and the school improvement board. Governors support and challenge leaders well. They meet regularly with subject leaders to discuss changes to the curriculum. The chair of the governing body meets with groups of staff. He reported that he has noticed improved staff morale since the last inspection. He also keeps an eye on the well-being of leaders and staff in the current circumstances.
- The school is further supported by other headteachers who have worked with leaders to drive change and improve attendance in the school. Subject leaders have improved the planning and sequencing of their curriculum. The attendance policy was introduced in late November 2020 and now needs to be adapted to track attendance to online lessons.

Evidence

This inspection was conducted remotely. We held meetings with the principal, other senior leaders, pupils, staff, those responsible for governance, and representatives of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also visited a sample of online lessons, and we scrutinised students' work.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hammersmith and Fulham. This letter will be published on the Ofsted website.

Yours sincerely

Mark Smith
Her Majesty's Inspector