

# Inspection of William Morris Sixth Form

St Dunstan's Road, London W6 8RB

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Inspection dates: 11 and 12 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

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

Students enjoy attending school. They value the school's adult learning environment which encourages them to behave maturely. They like the school's friendly and inclusive atmosphere. Students are polite. Mutual respect between staff and students is strong. Students who joined the school at the start of this academic year commented that any anxiety about joining had quickly disappeared following the warm welcome they received from other students and staff.

Staff are on hand if students have any concerns. Staff are quick to spot any poor behaviour, including bullying, and help put things right. Students are safe in the school.

Leaders and staff have high expectations of students. They are committed to helping students to achieve their ambitions. Students appreciate all the ways that staff support them to learn.

Leaders listen and respond to students' feedback to improve the school. For example, leaders added more about personal finance to the tutor programme and invited a former student to give an engaging talk on this theme.

Leaders organise outings that enable new students to get to know one another and the staff.

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

The school's curriculum offers a wide range of courses that meet the needs of students who join the school with a variety of education backgrounds and starting points. Leaders and teachers have a clear overview of the key facts and skills they expect students to learn, and the order in which these should be taught.

Leaders provide staff with training and guidance on the approach to teaching that they expect to see in all subjects. This has led to consistent practice across subjects. Routines to recap and strengthen students' prior learning are well established. Teachers' subject knowledge is strong. Teachers anticipate when students might find a new concept confusing and provide clear explanations, using helpful examples to clarify any misunderstanding. For example, in physics, teachers explained how the same technical terms used in mathematics and physics differ in meaning. Teachers regularly check students' learning, and review and adjust further learning according to any areas that students need to revisit.

Some students benefit from experiences that enrich their learning, such as visits to art galleries or the production of the school's e-magazine. Currently, there are few wider opportunities for students to be involved in activities that broaden their interests beyond their subjects of study.

Leaders and staff are ambitious for all students, including those with special educational needs and/or disabilities (SEND). Students with SEND are well supported so they have access to the same opportunities and curriculum as others. There are effective interventions for students who need extra support with reading.

Leaders ensure that students receive careers advice and guidance tailored to their chosen career pathways, interests and aspirations. All students have one-to-one discussions with specialist staff to support their decision making and take part in at least one week of work experience.

Suitably trained tutors deliver a programme of personal, health and social education. Leaders ensure that this includes themes relevant to students' mental health and well-being, relationships and sex education, and British values. Leaders have thought carefully about the content of this well-resourced programme. They ensure that it is regularly updated, relevant to students and helps students to make informed decisions for themselves.

Students are focused and attentive in lessons. They are motivated by their teachers and the consistency of routines that help them with their learning. However, some students do not attend school as regularly as they should. Leaders have increased the rigour with which any absences are followed. Staff take effective action, including providing targeted support, liaison with parents and carers, and working with outside agencies to help students overcome any barriers to attendance. Leaders' sharper approach is in the early stages of improving attendance.

Leaders, including governors, have an accurate view of the strengths and priorities for development of the school. Most staff feel their workload is manageable and that leaders are approachable if they need support with time management. Staff appreciate leaders' support with their career development and consideration of their well-being.

Governors have worked with the local authority to develop their practice. They understand and fulfil their responsibilities and are active in checking the effectiveness of the school's work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and the safeguarding team are suitably experienced and qualified. Leaders have ensured that staff training reflects current safeguarding guidance. Staff follow clear referral processes so that any concerns are recorded and dealt with swiftly.

Leaders are quick to identify any potential risks to students' safety. Leaders work closely with outside organisations to support vulnerable students, including refugee associations and groups who work with students who may be at risk from gang affiliation.

Leaders include aspects of safeguarding in the curriculum, adapting the content to address any issues as they arise.

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

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

- There are limited opportunities for students to participate in extra-curricular activities. Some students are not involved in school activities beyond their lessons. Leaders should ensure that they implement their plans to increase the range of enrichment opportunities so that all students broaden their interests and develop new skills and talents beyond the subjects they study.
- Some students do not attend school as regularly as they should. Leaders' recently revised systems for encouraging regular attendance are in the early stages of showing impact. Leaders should ensure that processes for following up student absence are fully embedded so that students' overall attendance improves.

## **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>	133545
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10255411
<b>Type of school</b>	Sixth form
<b>School category</b>	Community
<b>Age range of pupils</b>	16 to 19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	735
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Guy Vincent
<b>Principal</b>	Mary Berrisford
<b>Website</b>	<a href="http://www.wmsf.ac.uk">www.wmsf.ac.uk</a>
<b>Date of previous inspection</b>	6 July 2021, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, there have been several changes of responsibility and personnel within the senior leadership team.
- Careers guidance meets the requirement of the Baker Clause, which requires the school to provide students in Years 12 and 13 with information about approved technical education qualifications and apprenticeships.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with: school leaders; the chair of the governing body and three other members of the governing body; groups of teaching, non-teaching and

support staff; and groups of pupils. A remote meeting was held with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: art, business studies, English, history, mathematics and science. For each deep dive, inspectors met with leaders to discuss the curriculum, visited a sample of lessons, spoke to staff, spoke to pupils about their learning, and looked at samples of pupils' work. Inspectors also looked closely at other areas of the curriculum.
- The inspection of safeguarding included meeting with the leader with responsibility for safeguarding, speaking with students and staff, looking at the school's records relating to safeguarding, reviewing safeguarding policy and practice in the school, and consideration of relevant themes in the curriculum.
- Inspectors looked at the responses to online surveys completed by parents, staff and students. Inspectors also considered the correspondence they received from parents.

### **Inspection team**

Amanda Carter-Fraser, lead inspector	His Majesty's Inspector
Bob Hamlyn	His Majesty's Inspector
Yvonne Chisholm	Ofsted Inspector
Janice Howkins	Ofsted Inspector

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