

Inspection of Westside School

8–30 Galena Road, London W6 0LT

Inspection dates: 16–17 October 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Pupils in Westside get a great deal. Many have a history of non-attendance or persistent absence when they join the school. Some have been excluded from other settings and things have just not worked out for them. Many find learning hard. However, when they join Westside, a dramatic shift starts to happen. Most rediscover their love for learning and find their own identity.

This shift is possible because staff have a thorough understanding of pupils' needs and what makes them tick. The curriculum is based firmly on the needs of the individual child. Starting points of pupils are recognised accurately and ambitious end points set, even when these might be short term. The majority stay on until Year 11 and achieve a wide range of academic GCSEs and practical qualifications. All move on to further education, training and apprenticeships.

Pupils' welfare and safety are at the front and centre of the school's work. Older pupils play and socialise safely with younger pupils, for example in basketball at breaktimes. Pupils' behaviour around the school is very impressive. They told us that bullying is dealt with very effectively on the rare occasions it does happen. Pupils know that even low-level disruption is not tolerated.

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

Leaders and governors ensure that every pupil gets the curriculum that is best for them. Great care and attention is given to finding out what pupils need the minute they join the school. Pupils study a wide range of subjects, even if they are in the school for a brief period. All teachers in the school have qualified teacher status. Many are specialists with excellent knowledge of the subjects they teach. They plan a quality curriculum that motivates pupils and sustains their interest. This is why attendance is high and why the school is oversubscribed.

The curriculum is implemented very effectively. Teachers are skilful in using assessment to identify gaps in pupils' knowledge and skills. These differences are addressed with a sense of urgency to make sure pupils do not miss out. Knowledge gaps are used by teachers to adjust the curriculum. We saw strong examples of this practice in subjects including English, citizenship and religious education. Pupils' books demonstrated that, over time, they remember important concepts and make strong progress through the curriculum. It is the same for pupils with special educational needs and/or disabilities (SEND) and for those who are disadvantaged.

Teachers give much thought to the order in which they teach concepts. They ensure that complex ideas are broken down and spaced out, helping pupils to keep these ideas in their long-term memory. This works well for all pupils, and especially well for many pupils with SEND. In citizenship, for instance, the different concepts of 'crime and punishment' are taught separately at first. Over time, pupils build a strong understanding of how the two ideas link together. It is no surprise why they do so well in this subject.

Many pupils join the school with standards in reading below those expected for their age. Leaders know this and have pushed reading to the forefront of the school's work. Pupils read whole books as a class every half-term, with excellent support provided by teaching assistants. The well-resourced library and book boxes in all classrooms are used well. All subjects promote effective learning of specialist vocabulary. This includes practical subjects such as motor vehicle maintenance, design and technology, and hair and beauty.

The opportunities for pupils to build their confidence, self-esteem and resilience are wide ranging and purposeful. For example, Year 9 pupils were coached to plan and perform a piece in a local theatre about finding one's identity. Well-planned trips to theatres, galleries and museums are an established part of the curriculum. Pupils thoroughly enjoy and appreciate these opportunities. Disadvantaged pupils told us about the positive impact such provision has had on their personal development. It has fired their curiosity and has made them want to know more about the world.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to any signs of abuse to pupils. They know what to do if they have any concern about a pupil's welfare or safety. Leaders work well with a range of external agencies to protect any pupil who might be at risk. Referrals are made effectively and in a timely manner. Pupils have up-to-date information on a wide range of potential risks and community issues. These include, for instance, knife crime, gang culture and harassment. Themes such as these are then developed further through the curriculum so that pupils can discuss how to keep themselves safe.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	140201
Local authority	Hammersmith & Fulham
Inspection number	10110437
Type of school	Alternative provision
School category	Academy alternative provision converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Caroline Clark
Headteacher	Carol-Anne Alcock
Website	www.westsideschool.org.uk
Date of previous inspection	24–25 June 2015

Information about this school

- Many pupils are placed in the school because they have been, or are at risk of being, permanently excluded from their previous placements. The school is now almost full.
- The proportion of pupils with special educational needs and/or disabilities is higher than the national average.
- Around two thirds of the pupils on roll are boys. One in five is in the care of their local authority. A high proportion of pupils are disadvantaged.
- The school also caters for a small number of pupils on a short-term full-time basis, supporting their return to mainstream provision within around six months.
- The school does not place pupils in any other alternative provision. All pupils are educated on a single site.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, senior leaders, and three groups of teachers who teach a range of subjects. We also held discussions with three governors,

including the chair of the governing body.

- We held discussions with the designated leader for safeguarding, looked at records, and scrutinised the school's safeguarding practice.
- We observed pupils' behaviour throughout the school day and spoke to staff about pupils' wider development.
- We considered English, mathematics and citizenship in depth as part of this inspection. This entailed discussions with senior leaders, subject teachers and pupils. We also carried out lesson visits across Years 7 to 11. We scrutinised pupils' work to gain a view about how much they were knowing and remembering in the subjects chosen for inspection. We also looked at four additional subjects on the second day of the inspection: design and technology, science, hair and beauty, and religious education.

Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector

James Waite

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019