

Inspection of Springwest Academy

Browells Lane, Feltham TW13 7EF

Inspection dates: 13 and 14 March 2023

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Good

Previous inspection grade

Good

What is it like to attend this school?

This is an inclusive school. Staff support pupils well so that they can succeed. Teachers have high expectations of what pupils can achieve. Pupils work well in class and are keen to learn.

Pupils' wider development is an important part of school life. The 'character curriculum' helps pupils to reflect on the school 'virtues' such as moral and intellectual development. Pupils have a wide range of extra-curricular clubs to choose from. These include chess, the 'library lunch club' and various sports activities. Staff organise educational trips to enhance pupils' learning and broaden horizons. For example, pupils in the 'scholars programme' recently visited University of Oxford.

Pupils are safe at school. While they behave well in lessons, pupils' behaviour around the school is sometimes poor. Some pupils, particularly older pupils, can be disrespectful towards others. Rough behaviour in the corridor and playground is not unusual. Staff are quick to deal with any incidents of poor behaviour and bullying. However, pupils are sometimes reluctant to report bullying and unkind behaviour. Leaders have successfully started to address these concerns.

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

Leaders have created a broad and ambitious curriculum. Pupils enjoy learning a broad range of subjects in Years 7 to 9, including dance and art. In Years 10 and 11, pupils can choose from a wide range of optional subjects, such as engineering and photography. A high proportion of pupils study French or Spanish at GCSE.

Leaders ensure that subject content is taught in a logical sequence. This helps pupils to build up their knowledge and skills over time. In physical education (PE), for example, pupils in Year 11 learned different badminton techniques. They used these to help them play in a competition setting.

Teachers have secure subject knowledge. They present information clearly to pupils. Staff select resources and tasks that are appropriate and relevant. Teachers use a range of methods to check pupils' understanding. For example, pupils said that the frequent quizzes in lessons help them to remember important knowledge. At times, however, teachers do not carefully check what pupils have learned. As a result, pupils have some misconceptions that are not picked up on and addressed.

Leaders ensure that reading is a priority across the school. Pupils enjoy lessons in the library and time for independent reading each day. Leaders identify weaker readers. They make sure that these pupils get the support they need to catch up quickly. Leaders identify accurately the specific needs of pupils with special educational needs and/or disabilities (SEND). Staff adapt their teaching and provide personalised support to ensure that these pupils achieve well across the curriculum.

Low-level disruption in lessons is rare. Staff use the behaviour policy consistently in classrooms. As a result, pupils know how to behave in class and they follow the school rules. However, these expectations are not so clear outside of lessons. For some pupils, there is a stark contrast between their behaviour in lessons and behaviour around the school. Leaders are taking effective action to address these concerns. Some pupils' behaviour has improved and the number of suspensions has reduced. Pupils' attendance is improving.

Pupils have opportunities to explore a range of cultures and different viewpoints. For example, the LGBT group organise activities to promote equality and diversity. Pupils celebrate various religious festivals and enjoy events such as international women's day. They enjoy working together at 'house' events. These include sports competitions and chess tournaments. Performing arts have a high profile in the school. For example, many pupils enjoyed taking part in the recent musical production of 'The Addams Family'.

Pupils receive a wealth of useful careers information and guidance. Leaders have set up a structured programme for pupils in all year groups. This includes visitors from local colleges and employers from the construction industry. Pupils in Year 11 appreciate the individual careers advice and taking part in work experience.

School leaders and governors work well with staff to ensure that pupils receive a high-quality education. Staff said that leaders are considerate of their well-being and have taken action to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding team work effectively together to keep pupils safe. They are quick to identify and address any concerns. Staff are trained to recognise signs that pupils may be at risk. They follow the school's safeguarding policy and report concerns promptly. Leaders liaise with external agencies to get pupils the right support. Careful checks are made on pupils who attend alternative provision. Leaders follow statutory guidance for staff pre-employment checks.

Pupils learn about how to keep safe through personal, social, health and economic education. For example, they are taught about the risks of drugs and how to have healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While there are high standards of behaviour in lessons, leaders have not ensured that there are consistently high standards of pupil behaviour around the school and towards each other. At times, pupils do not conduct themselves appropriately in corridors and in the playground. Some pupils, particularly older pupils, use

derogatory language and bullying behaviour towards other pupils. Pupils do not always feel comfortable in reporting these behaviours. Leaders should ensure that there are high standards of behaviour at all times. They should ensure that pupils feel reassured and confident to report any disrespectful or inappropriate behaviour.

- At times, teachers do not check pupils' understanding of their learning carefully. As a result, some pupils have misconceptions which are not corrected. Leaders should ensure that staff identify and address any misconceptions in a timely way.

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

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| Unique reference number | 137618 |
| Local authority | Hounslow |
| Inspection number | 10268782 |
| Type of school | Secondary comprehensive |
| School category | Academy sponsor-led |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 927 |
| Appropriate authority | The board of trustees |
| Chair of trust | Charlotte Warner |
| Principal | Simon Hart |
| Website | www.springwestacademy.org |
| Date of previous inspection | 16 January 2018, under section 8 of the Education Act 2005 |

Information about this school

- The principal and two vice-principals took up post in September 2020.
- Leaders use two registered alternative providers.
- The school has two resource bases for pupils with SEND. One resource base is for pupils with autistic spectrum disorder and has 16 pupils. The other resource base caters for 28 pupils with physical disabilities.
- The school is part of the Tudor Park Educational Trust.
- Leaders collaborate with another school in the trust, Logic Studio School. Pupils have access to this school's specialist facilities, such as for technology.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 11 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors 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 principal, vice-principals and other members of the school leadership team.
- Inspectors carried out deep dives in these subjects: English, geography, mathematics, modern foreign languages and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also listened to some pupils reading.
- Inspectors talked to leaders about the curriculum in other subject areas and visited lessons in a range of subjects.
- Inspectors reviewed a range of documentation, including leaders' school evaluation, the school development plan, records for behaviour and attendance, and information about pupils' personal development.
- To check the effectiveness of the school's safeguarding arrangements, the lead inspector met with the designated safeguarding lead. He reviewed various documentation, including the school's policy, records of support provided for pupils and the checks undertaken when recruiting staff. Inspectors spoke with staff and pupils about the arrangements for safeguarding.
- The lead inspector met with members of the trust and the governing body. He also spoke to a representative from the local authority.
- Inspectors met formally with pupils across all year groups and informally around the school site. Inspectors observed behaviour in lessons and around the school.
- The inspection team considered responses to Ofsted's online survey for parents, Ofsted Parent View, and to the online staff and pupil surveys.

Inspection team

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|-------------------------|-------------------------|
| Ray Lau, lead inspector | Ofsted Inspector |
| Alice Clay | His Majesty's Inspector |
| Alison Moore | Ofsted Inspector |
| Nigel Clemens | Ofsted Inspector |

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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