

# The Hewett School

Cecil Road, Norwich, NR1 2PL

**Inspection dates** 21–22 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Sixth form provision		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Students' achievement is inadequate. Too many students do not make sufficient progress and attainment is too low.
- Gaps between the attainment of economically-disadvantaged students and others both nationally and within the school are too wide.
- Teaching is inadequate because teachers do not set work that caters for students' different abilities, particularly the most able.
- Expectations of what students can achieve are too low. Teachers do not provide effective feedback on how students can improve their work, and their assessment of achievement is sometimes inaccurate.
- Behaviour and safety require improvement because staff do not consistently apply the school's behaviour policies in lessons. This hinders the development of good attitudes to learning.
- Attendance remains below average.
- The leadership and governance of teaching is inadequate. The school's processes for evaluating the quality of teaching are ineffective and have led to an overly positive view of teaching in the school.
- The sixth form is inadequate. Its leadership is ineffective.
- The work of subject and other leaders is not well enough directed to bring about whole-school improvement.
- Governors have failed to hold the school's leaders to account for the decline in standards and to ensure that financial resources are well managed.

### The school has the following strengths

- Students are calm and orderly around the school and treat the site with respect.
- The recently appointed interim headteacher already has a clear understanding of the strengths and weaknesses of the school and has quickly gained the confidence of staff.

## Information about this inspection

- Inspectors observed teaching and learning in 40 lessons. An assembly and tutorial session were also observed.
- Inspectors observed students' behaviour at breaks and lunchtimes.
- The views of 21 members of staff who completed the Ofsted staff questionnaire were analysed and taken into account. There were insufficient responses to Ofsted's online Parent View to provide a representative view.
- Inspectors analysed the most recent public examination results for the school. They scrutinised the school's current assessment data, the school development plan, students' work, minutes of meetings and policies, safeguarding documentation and the school's most recent self-evaluation summary.
- Inspectors met with senior, subject and other leaders, teachers, students from all year groups, the Chair of the Governing Body and a representative of the local authority.

## Inspection team

Paul Lawrence, Lead inspector	Seconded Inspector
Angela Podmore	Additional Inspector
Russell Ayling	Additional Inspector
Jeffery Plumb	Additional Inspector

*Paul Lawrence is appointed as an Additional Inspector, under the powers relating to additional inspectors, in paragraph 11 of Part 2 of Schedule 12 to the Education and Inspections Act 2006.*

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- The Hewett School is smaller than the average-sized secondary school.
- The school has a capacity of 1493 students but currently has only 600 students on roll.
- A new interim headteacher was appointed from September 2014.
- The school sixth form is part of the Open Opportunity partnership, which means that students can also take courses at a consortium of other local post-16 providers.
- The proportion of students supported through school action, at approximately 10%, is in line with the national average. The proportion supported through school action plus or with a statement of special educational needs, at approximately 5%, is lower than the national average.
- The proportion of students for whom the school receives pupil premium funding, at approximately 50%, is higher than the national average. Pupil premium funding is additional funding to support students known to be eligible for free school meals and children who are looked after by the local authority.
- The school currently uses alternative provision to educate a proportion of its students. This is provided by City College, Norwich, Easton College and Norfolk Training Services.
- The school has a specially resourced provision for students with special educational needs relating to autism. There are currently nine students in this unit. There is also provision for students with special needs relating to behaviour, but there are no students currently in this facility.
- The local authority recently issued the school with a warning notice relating to standards of achievement and leadership.
- The school meets the current government floor standards which set the minimum expectations for students' attainment and progress by the end of Year 11.

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

- Improve the quality of teaching and raise achievement by:
  - improving the quality and accuracy of assessment, and in particular, creating systems which allow the school accurately to track the achievement of students so necessary support can be arranged
  - carefully monitoring the impact of teaching on the most vulnerable groups, particularly students for whom the school receives the pupil premium
  - ensuring that teachers set work that is at the right level of difficulty for all ability groups, especially the most able
  - establishing routinely high expectations of the quantity and quality of work students should produce in lessons
  - improving written feedback so it provides clear guidance to students about how they can improve their work
  - ensuring the school's behaviour policies are consistently applied in lessons.
- Improve the effectiveness of leadership and management by:
  - reviewing and reorganising the responsibilities of senior leaders so they understand what they are expected to do to improve the quality of teaching and learning
  - ensuring that the school's evaluation of the quality of teaching is accurate
  - strategically planning for improvement
  - coordinating the work of subject and other leaders so that they can plan developments which

coherently contribute to whole-school priorities

- refining and developing procedures to ensure better attendance
- ensuring that governors rigorously hold senior leaders to account for the progress made by students and for financial planning.

An external review of governance should be carried out in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be carried out in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management are inadequate

- School leaders and governors have failed to respond effectively to the recent decline in standards at the school. The responsibilities of senior leaders have not been effectively coordinated to make the greatest possible impact on teaching and learning.
- Senior leaders' judgement of the school's overall effectiveness has been too optimistic. As a result, there has not been the necessary focus on improvement.
- The school's evaluation of the quality of teaching in particular has been over-generous. This has led to a failure to tackle weak teaching and has left many teachers unclear about what they need to do to improve their practice. Performance management has not been used effectively to deal with underperformance.
- The school should not appoint newly qualified teachers.
- Systems for keeping track of how students are progressing are inadequate. They do not help the school to gain a clear indication of how students are doing or how they are likely to do in the future. Senior leaders do not use assessment information to plan and organise the additional support which students need well enough.
- Senior leaders have not carefully monitored the impact of teaching on the most vulnerable groups, particularly students for whom the school receives the pupil premium. Because not enough is known about how well these students are achieving, the additional funding has not been used effectively to improve their progress.
- Senior leaders have not ensured that there is a shared understanding of the target-setting process within the school. Different targets are used by different departments, and teachers and students are often unclear about what they represent.
- Subject and other leaders have not been well supported by senior leaders. They have had to work too much in isolation, and a lack of central direction has resulted in individual departments developing their own ways of working which do not necessarily integrate smoothly. Departmental planning has not been linked coherently with whole-school development planning.
- The school provides an appropriately broad and balanced range of learning opportunities. All students in Key Stage 4 take GCSE religious education. This ensures that they are taught about different cultures and religions and that they reflect upon important ethical issues. This strengthens the school's work to promote equality and tackle discrimination and also helps students to appreciate and respect the diversity of life in modern Britain. The cultural and spiritual themes of many of the well-judged and attractive displays around corridors and classrooms reinforce this learning.
- The school arranges a variety of alternative placements for students who could benefit from a wider curriculum experience than can be provided on the school site. These placements have contributed to reducing the number of students who do not find a place in education, employment or training after Key Stage 4. However, the guidance provided for Year 11 students about their next steps has not ensured that all students move on to the most appropriate courses.
- Since it started working in partnership with the governing body at the beginning of 2014, the local authority has acted to improve provision at the school. It has helped to restructure management, appoint a new interim headteacher and to undertake a thorough audit of the quality of the school's work.
- The recently appointed interim headteacher already has a clear understanding of the strengths and weaknesses of the school. He has rapidly constructed thorough plans about how to move the school forward. His authoritative and decisive leadership has quickly gained the confidence of staff.

- Teachers' morale was low last year because they were demotivated by the lack of opportunities to develop their professional skills. They are now much more confident that their training needs are being taken into account by the new interim headteacher, and morale has risen rapidly as a result.

#### ■ The governance of the school:

- Governance is ineffective because, over time, governors have taken too much on trust from senior leaders. As a result, they have taken too long to appreciate the extent of the decline in achievement. They have also failed to ensure that the finances of the school have been used effectively and, as a result, the school accrued a large budget deficit. This has had a direct impact on the resources available for teaching and learning.
- Governors have not challenged the recommendations that school leaders have made to them about pay progression following the performance management of teachers. They have too readily accepted what senior leaders have told them about the quality of teaching.
- Since governors became aware of the school's position, they have started working strategically with the local authority to improve the school.
- The governors have ensured that the school's arrangements for safeguarding students are met effectively. They have not, however, ensured that the most recent versions of key school documents, such as the special educational needs policy, are available on the school website.

### The behaviour and safety of pupils

### requires improvement

#### Behaviour

- The behaviour of students requires improvement. Some students do not show positive attitudes to their learning and they do not routinely take the opportunity to work as hard as they should.
- Teachers do not always apply the school's behaviour policies consistently. As a result, sometimes a minority of students hinder the learning of others because they get away with low-level disruption.
- Students are almost always calm and orderly as they move around the school between lessons and at breaks and lunchtimes. They take good care of the school site and there is little in the way of litter or damage to property.
- Fixed-term exclusions and the use of internal withdrawal are both declining. Permanent exclusions, however, remain above the national average.

#### Safety

- The school's work to keep students safe and secure requires improvement. There has been insufficient improvement in attendance. Absence and persistent absence have remained consistently above the national average since well before the last inspection.
- Students develop a clear understanding of how to keep themselves and each other safe in different situations and are taught effectively about the risks associated with computers and mobile phones. Students acknowledge that incidents of bullying do occur and, although they say the vast majority of these are dealt with effectively by the school, they believe that sanctions are not always applied consistently. Incidents of racial or homophobic bullying are rare and are well documented by the school.
- The school is rigorous in undertaking its obligations for safeguarding; for example in recruitment. It liaises closely with alternative providers to monitor the attendance of students who are educated off-site and to ensure they are safe.

### The quality of teaching

### is inadequate

- The quality of teaching in the school has not been of a sufficiently high standard over time to ensure that

students make the progress they should.

- Teachers too often set the same work for all the students in the class without ensuring that it is readily accessible to the least able and, more particularly, that it incorporates enough challenge for the most able.
- Teachers do not consistently have high enough expectations of what students can achieve in lessons. As a result, they tolerate work, and sometimes behaviour, that is of a poor standard. Weak quality of presentation in students' work means that students do not maintain a clear written record of their learning.
- Written feedback in books and folders does not routinely identify misconceptions in students' work or provide guidance to help students understand how to improve it. There is no common approach to improving literacy and numeracy across the school and, as a result, basic errors in spelling, grammar and calculation are frequently left uncorrected.
- Teachers approaches to the use of sanctions and rewards to manage behaviour within the classroom vary. As a result, students do not develop good learning behaviours over time.
- The accuracy of assessment of students' work is too variable. There is insufficient internal checking and confirmation of standards. As a result, teachers' predictions of what students are likely to achieve in the future are insecure.
- There is better teaching in Key Stage 4 classes and in the sixth form. At its best, this teaching is carefully planned to build upon what students already know and can do. However, weaker teaching in earlier years in the school means that teachers in examination classes frequently have to make up for gaps in students' prior learning.

### The achievement of pupils

### is inadequate

- Students join the school in Year 7 with attainment that is well below that expected of their age. They make less progress than they should and leave with standards which are even further below those expected of them at the end of Year 11.
- The proportion of students who achieve five GCSE passes at grades A\* to C, including English and mathematics, is well below average. It was 43% in 2013 and, with a cohort whose starting points in Year 7 were higher, only rose to 44% in 2014.
- When compared to other schools nationally, the overall progress made between the start of Key Stage 3 and the end of Key Stage 4 at the school is low, and this weak progress is seen across a wide variety of subjects.
- A pilot programme which enabled students to take two separate GCSEs in mathematics, one at the end of Year 10 and one at the end of Year 11, is the only example of the school entering students for GCSEs before the end of Key Stage 4. This helped achievement in mathematics, including that of the most able, to improve in 2014. However, the school does not expect these standards to be sustained in 2015, and progress in lower year groups in mathematics is weak.
- In English, encouraging results in 2012 were followed by a sharp decline in 2013. There was some improvement in progress in 2014, but the proportion of students who made the progress they should remained well below the national average.
- Achievement in science at Key Stage 4 has been inadequate in each of the last four years.
- There are large gaps between the attainment of students for whom the school receives pupil premium funding, and the attainment of both other students in the school and other students nationally. In 2013, the gap between disadvantaged students and other students in the school amounted to over two thirds of

a grade in English and in mathematics. The gap between disadvantaged students at the school and other students nationally was over one and a third grades in English and one and a half grades in mathematics. There was no overall trend towards narrowing these gaps in 2014.

- The most-able students do not make as much progress as they should at the school because often teaching does not challenge them to produce the standard of work of which they are capable.
- Teaching assistants work well to support the learning of disabled students and those who have special educational needs in many lessons. However, because the work set is not tailored sufficiently for the individual needs of these students, they do not make as much progress as other students in the school.
- The school has worked successfully in many instances to integrate students from the autism unit into mainstream lessons and to improve their social interaction in the classroom environment. Less emphasis has been placed on tracking their academic achievement, and the school has not always identified when these students have made poor progress.
- The school does not do enough to evaluate the impact of each placement in alternative provision on the achievement of the students who undertake them.

### **The sixth form provision is inadequate**

- Sixth form provision is inadequate because ineffective leadership has resulted in declining standards of attainment and progress.
- Leadership is ineffective because, as there is no designated head of sixth form, there is a lack of clarity about where responsibility for sixth form provision actually lies. This has resulted in a lack of strategic direction and no coherent self-evaluation or development planning.
- Sixth form students experience some good teaching across a range of subjects. However, the school does not routinely evaluate the quality of sixth form teaching as a whole. In particular, there are no mechanisms in place to evaluate the quality of teaching received by students when they are attending lessons at other sites within the consortium.
- Retention rates are too low. This is because insufficient advice and guidance is given to students when they apply to the sixth form to ensure that they start appropriate courses. As a result, many fail to complete the courses they start.
- While the school and its partners in the sixth form consortium offer an appropriately wide range of examination courses, individual study programmes are not well planned and students' non-examination activity is not effectively monitored.
- The behaviour for learning of sixth form students is too variable. Monitoring of how students use their independent study time is ineffective and facilities for independent study are limited. Students are free to leave the site between their timetabled lessons and, as a result, many do not develop the effective learning habits which will help them in their next stage of education or employment.
- Students join the sixth form with attainment which is, on average, below that of other sixth form students nationally. Their attainment when they leave remains below average. The overall progress made by students in both academic and vocational subjects declined between 2013 and 2014.



## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121173
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	444473

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	600
<b>Of which, number on roll in sixth form</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marion Morse
<b>Headteacher</b>	Phil Hearne (Interim Headteacher)
<b>Date of previous school inspection</b>	22 May 2013
<b>Telephone number</b>	01603 628181
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