

Serco Inspections  
Colmore Plaza  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T:** 0121 679 9161  
**Direct email:** ann.morris@serco.com

4 February 2015

Phil Hearne  
Interim Headteacher  
The Hewett School  
Cecil Road  
Norwich  
NR1 2PL

Dear Mr Hearne

### **Special measures monitoring inspection of The Hewett School**

Following my visit to your school on 3 February 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in October 2014.

### **Evidence**

During this inspection, meetings were held with you, the Chair and three other members of the Governing Body, a representative of the local authority, other senior and middle leaders, and one external partner currently supporting the development of middle leadership at the school. Lessons were visited with you during a tour of the school. Current school data and documents on managing teachers' performance were scrutinised. The local authority's statement of action and the school's improvement plan were evaluated.

### **Context**

Since the previous inspection, two deputy headteachers have left the school. This has meant that you were without a full leadership team until a new interim deputy

headteacher started in January. Two new part-time teachers have joined the school and four teachers have been engaged specifically to teach literacy.

### **The quality of leadership and management at the school**

Uncertainty about the future of The Hewett School is making it difficult for the local authority and you and the governing body to make long-term plans. You are awaiting decisions made by external partners concerning the future of school governance. Neither the statement of action from the local authority nor your school improvement plan can address some of the key issues of leadership, such as the appointments of a permanent headteacher and other key members of staff, until this situation has been settled. Therefore, neither plan to improve the school fully sets out what needs to be done beyond the summer term when you and deputy headteacher are due to leave the school. Because they cannot address these matters, the plans are not fully fit for purpose. However, your school improvement plan does tackle key priorities such as your developing literacy strategy and clear curriculum plan, amongst other initiatives, which will have a longer term effect on the quality of education provided for your students.

You, your interim deputy headteacher and the governing body share a clear view of what needs to be done to improve the school. The governing body has formed an improvement committee which meets with you weekly to review the school's improvement plan and to monitor progress. You have restructured your leadership team to give you the capacity to drive forward change. However, although there are plans to appoint new leaders for the sixth form, this has not yet been done.

You were already aware of some of the issues identified at the last inspection and had started to put into place strategies and policies to address these. These changes and new policies had not been fully implemented before the inspection but are now beginning to have some impact. You have established more effective systems to collect information on the progress of students. Staff training and more careful monitoring within departments mean that this data is becoming more accurate and so predictions about achievement and current progress of students are more reliable. You are training your subject leaders to analyse this information and now expect them to use it to inform their planning and to provide support for students who are identified as underachieving.

Your assessment of the quality of teaching is now based on the impact teachers have on the progress of students as well as their classroom practice. Teachers have a more realistic idea of their own strengths and weaknesses. There is appropriate support for those whose teaching requires improvement and you spoke positively about the local authority's support in science. However, school records show that

some middle leaders still have an inflated view of the effectiveness of the teaching in their departments and that there is still much teaching that needs to improve.

A clearer behaviour management system means that teachers are becoming more consistent in the expectations they have of students. It also means that students now understand that poor behaviour will lead to consequences. School data shows a rapid decline in the number of students temporarily excluded from school due to poor behaviour in lessons.

An external review of governance, as recommended following the inspection in October, has been delayed while external partners consider the future of governance. An external review of the way the pupil premium funding is spent is scheduled for this half term.

Following the monitoring inspection, the following judgements were made:

The local authority's statement of action is fit for purpose to the extent that it identifies needs and allocates support to help the school improve in the short term until its long-term future is decided.

The school's improvement plan is fit for purpose in so far as it focuses on addressing weaknesses in leadership and teaching to support improvements in progress and attainment for all students.

If you wish to appoint newly qualified teachers before the next monitoring inspection, this should first be discussed with me, as your monitoring inspector.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Norfolk, the Education Funding Agency and the Chair of the Central Norwich Foundation Trust. This letter will be published on the Ofsted website.

Yours sincerely

Lesley Daniel  
**Associate Inspector**