

# Inspection of The Norwood School

Crown Dale, Lambeth, London SE19 3NY

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Inspection dates: 22 and 23 February 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Good

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

Leaders have built an environment that encourages pupils to celebrate their individuality. They aim to give all pupils the opportunity to thrive. Pupils especially enjoy putting on concerts and plays for the wider pupil body, for example through the regular 'lunchtime live' performances organised by leaders.

Leaders have designed an ambitious curriculum. It supports all pupils, including those with special educational needs and/or disabilities (SEND), to develop their knowledge. In Years 7 to 9, the curriculum is broad and allows pupils to progress on a variety of aspirational pathways. Teachers work closely with pupils to support them well in their learning.

Leaders and staff provide a large number of different extra-curricular and leadership activities for pupils to take part in. Pupils in the bursary and basketball programmes make good use of these activities. Pupils complete charity work, and they vote as a school to decide which organisations to support.

Leaders have focused on promoting positive behaviour in the school. For pupils who need support in regulating their behaviour, leaders and teachers provide extensive support and care. Leaders prioritise this support as they know it makes a difference to how well these pupils and their peers learn. Pupils understand that leaders work hard to support them, and they appreciate this. Learning is rarely disrupted. Bullying is also rare. If it does occur, it is swiftly dealt with. Pupils are kept safe.

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

Leaders have devised an ambitious curriculum for all subjects. Subject leaders, whether they are new to the post or experienced, are well developed by senior leaders. Together, they plan effective sequencing of lessons which supports pupils to increase and extend their understanding. In history, for example, pupils build up their knowledge of the chronology of events and cause and effect. Teaching revisits and reinforces ideas that pupils have studied previously. This enables pupils to have a secure understanding of the subject content which they will need to build on later in their studies.

Subject leaders use their expertise to plan a curriculum that inspires pupils to learn more. Leaders choose subject content thoughtfully, weaving in concepts in a way that they know pupils will find meaningful. For example, pupils' knowledge of civil rights in Britain is revisited and deepened through the history curriculum.

Typically, pupils speak confidently and in detail about what they have been taught. This is because the delivery of the curriculum reinforces key ideas in a subject. Nevertheless, some inconsistencies across subjects and key stages remain. At times, teaching does not match up closely with the ambitious expectations of leaders' curriculum thinking.

Assessment routines are well developed in most subjects and focus on consolidating pupils' understanding of key ideas. Teachers use checks on learning to adapt their teaching, and this helps pupils to be successful. Sixth-form students in particular spoke about how much they appreciate this support. Nevertheless, in some subjects, checks on pupils' learning are less well developed. This means that teaching is not adapted as effectively to address misconceptions and fill gaps in pupils' knowledge.

Leaders and teachers tailor their teaching approaches to the individual needs of pupils with SEND. Training is given to teachers to ensure that they understand pupils' barriers to learning. Pupils with SEND learn the same curriculum as their peers.

Reading is a priority. Leaders have put in place a well-considered reading programme which they review and adapt in response to pupils' needs. Pupils are assessed regularly, including when they join the school. Those who need extra help to become fluent and accurate readers receive expert support. Specially trained phonics teachers support other staff in their delivery of the reading programme. Staff develop pupils' love of reading and encourage them to make regular use of the library.

From Year 7 through to Year 13, leaders ensure that pupils receive a rich personal development programme. In personal, social, health and economic education, the curriculum is designed to give pupils the information that they need to live and work in modern Britain. Pupils appreciate this support. They also like being able to take part in many high-quality enrichment opportunities, particularly in the creative arts. However, leaders have not carefully evaluated pupils' uptake of these opportunities, and in particular, whether some pupils are missing out. This affects how well leaders are able to target their work to ensure that all pupils are accessing the rich range of experiences provided.

Careers guidance includes regular whole-school careers fairs where all pupils get to meet many employers and education providers. Sixth-form students are particularly impressed with the support that they receive for planning their post-A-level pathways.

Leaders ensure that staff access both internal and external professional development. Staff positively described the work that leaders have done to reduce their workload and improve their well-being.

The governing body has recently had several new appointments and these governors have received training to help them to be successful in their roles. The governing body offers leaders suitable support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders promote a strong culture of safeguarding at the school. All staff are well

trained. They know the procedures that they need to follow to promote pupils' welfare and ensure they are kept safe. Leaders make appropriate referrals to external agencies when there are concerns about pupils' safety. They work closely with relevant professionals to make sure that pupils are helped and protected.

Pupils are taught how to keep themselves safe. The issues facing young people in the local area are well understood by leaders. Leaders make sure that pupils and staff are well informed about these risks.

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

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

- Sometimes leaders' ambitious curriculum thinking is not being realised in the classroom. Where this is the case, the delivery of the curriculum does not focus sharply on ensuring that pupils learn key ideas and checking that these are remembered by pupils in the long term. Leaders should continue their work on the development of teaching approaches in a subject. This should include strengthening how pupils' understanding is checked so that pupils are fully supported to master the subject content that is set out in the curriculum.
- The provision for personal development is extensive, but leaders have not reviewed whether all pupils are accessing this in full, particularly the uptake of enrichment activities. This means that leaders are unable to make sure that no pupils are missing out. Leaders should implement an effective way of reviewing pupils' participation in the personal development offer.

## **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>	100624
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10255384
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,089
<b>Of which, number on roll in the sixth form</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Russell Hunter
<b>Headteacher</b>	Niki Clemenger and Richard Cole (Headteachers)
<b>Website</b>	<a href="http://www.thenorwoodschool.org">www.thenorwoodschool.org</a>
<b>Date of previous inspection</b>	12 December 2017, under Section 8 of the Education Act 2005

## Information about this school

- Leaders make use of one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 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 headteachers and senior leaders. They also met with the chair, other members of the governing body and a representative of the local authority.
- The inspection team carried out deep dives in these subjects: English, history, mathematics and modern foreign languages. Inspectors discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning and met with subject leaders and teachers.
- Inspectors also visited lessons and reviewed pupils' work for some other subjects.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- Inspectors met with pupils to discuss aspects of safeguarding. They spoke to pupils during lesson visits. Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspection team spoke to staff about behaviour and their workload in the school.
- Inspectors considered responses to the parent and carer, pupil and staff surveys.

### **Inspection team**

Luke Stubbles, lead inspector

His Majesty's Inspector

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