

Inspection of Hewett Academy

Cecil Road, Norwich, Norfolk NR1 2PL

Inspection dates: 3 and 4 October 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

The principal of this school is Antony Little. This school is part of Inspiration Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gareth Stevens, and overseen by a board of trustees, chaired by Lord Theodore Agnew.

What is it like to attend this school?

Pupils enjoy attending Hewett Academy. They are happy and well cared for. Pupils know that there is always someone there to help them out if they are feeling unhappy. The school is like an extended family. Pupils take pride in each other's successes and provide support to each other.

In response to the school's high expectations, the majority of pupils work hard. As a result, they produce work of a high quality. Some pupils have received national recognition for their efforts.

Pupils benefit from an exceptionally well-planned programme of activities and lessons that help them understand the role they have in society. As a result, pupils have a deep and meaningful awareness of diversity, equal opportunity and respect. They develop a strong sense of fairness. Pupils develop positive relationships with each other and adults. They celebrate difference and champion the benefits of a diverse community. There is no tolerance for unkindness, and bullying rarely happens.

Pupils behave well in school. They are generally attentive in lessons, which proceed without disruption. They move around school sensibly. This creates a calm and purposeful environment, where all can thrive.

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

The school's curriculum is ambitious. The knowledge pupils need to know to succeed in the future is set out clearly and in a logical order. As pupils, including those with special educational needs and/or disabilities (SEND), progress through the curriculum they use what they have already learned to understand new information. This leads to pupils developing an increasingly complex and deep understanding in all curriculum areas. Pupils learn to apply their knowledge to become creative problem-solvers.

In most cases, teachers use curriculum plans to deliver effective learning experiences. Instructions given by teachers are clear. They use well-crafted models to show pupils how to succeed in learning activities. Generally, checks made by teachers in class determine if pupils are ready to move on. When teachers spot a gap in pupils' understanding, they address it immediately. However, some teachers are not as effective at identifying misconceptions or knowing where there are gaps in pupils' knowledge. In these cases, teachers do not identify accurately what pupils know. As such, teachers are not able to target effective support where it is needed. In these instances, pupils are unable to start or successfully complete tasks, which means pupils do not learn as well.

Supporting pupils who struggle with reading is a high priority. The school quickly identifies the specific barriers to reading. Expert teachers put help in place to

support pupils. This helps pupils to catch up swiftly in developing their reading knowledge. Consequently, they rapidly become confident and fluent readers.

The school accurately identifies what is needed to support pupils with SEND to achieve well. Training is provided to ensure that teachers are confident when they plan activities to meet the various needs of pupils with SEND. Well-considered adaptations help pupils with SEND to make progress alongside their peers. As a result, pupils with SEND are supported well to be able to access the same ambitious curriculum as others.

The personal, social and health education and careers programmes are extremely well planned. They provide pupils with the knowledge they need to make informed decisions. This results in pupils gaining a deep understanding of difficult issues, such as cyber-bullying and consent. Pupils place great value on equality, respect and tolerance. They forge positive relationships. Pupils are developing into respectful, responsible citizens. They are well prepared for their next steps. Pupils' respect for each other means they know that inconsiderate actions can prevent others from learning. Many regard this as unacceptable and, as a result, they behave well.

The school ensures that all pupils have access to an extensive 'entitlement programme'. Pupils learn important skills that prepare them for adult life. For example, they learn how to sew and repair clothes, and they learn a variety of life-saving skills. Visits to art galleries and museums bring their academic learning to life.

There is a large range of after-school clubs and experiences. This offer goes beyond the traditional school offer, such as learning an instrument. Pupils have the chance to learn about Japanese culture or programming artificial intelligence. Pupils value these opportunities and take advantage of them, so much so that many opportunities, such as the triathlon club, are oversubscribed.

The trust provides support and maintains an accurate oversight of the school's work to ensure that the experience of every pupil is positive.

Staff are proud to work at the school. They share leaders' ambition and vision for pupils. They are determined to make it a reality.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers use assessment precisely enough to determine exactly what pupils know and/or when pupils are ready to move on to the next stage of learning. This means that, at times, teachers are unable to adapt their teaching to address misconceptions. Consequently, some pupils are not able to start or

successfully complete learning activities, particularly where composite tasks need to be solved. Leaders should ensure that all staff have the knowledge and skills needed to accurately assess precisely what pupils know in order to adapt their approaches to rapidly address misconceptions or gaps.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142059
Local authority	Norfolk
Inspection number	10282903
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	415
Appropriate authority	Board of trustees
Chair of trust	Lord Theodore Agnew
Principal	Antony Little
Website	http://www.inspirationtrust.org/hewettacademy
Dates of previous inspection	22 and 23 March 2018, under section 5 of the Education Act 2005

Information about this school

- Hewett Academy is part of the Inspiration Trust.
- The principal took up their post in June 2020.
- The school has a specially resourced provision for pupils with SEND, which provides provision for up to 20 pupils with communication and interaction needs.
- The school provides breakfast-club provision. This is managed by the school.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the principal, assistant principals, and special educational needs coordinator. The lead inspector met with the chair and the CEO of the trust board.
- Inspectors carried out deep dives in these subjects: English, mathematics, geography, art and science. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also listened to a sample of pupils read to a familiar adult.
- To further inspect the curriculum, inspectors reviewed documentation setting out support for pupils with SEND and visited the school's specially resourced provision.
- To evaluate the effectiveness of safeguarding, the lead inspector reviewed the single central record. Inspectors also took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- To gather pupils' views, inspectors spent time observing and speaking to pupils. The lead inspector reviewed the 37 responses to the pupil survey.
- Inspectors spoke with staff and reviewed the 50 responses to Ofsted's staff survey.
- To gather parents' views, inspectors reviewed the 52 responses and 48 free-text responses submitted to the online survey, Ofsted Parent View.

Inspection team

Dave Gibson, lead inspector

His Majesty's Inspector

Carol Dallas

Ofsted Inspector

Simon Warburton

Ofsted Inspector

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