

Inspection of Hethersett Woodside Primary & Nursery School

Coachmaker Way, Hethersett, Norwich, Norfolk NR9 3GN

Inspection dates: 24 and 25 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Outstanding

This school was last inspected under section 5 of the Education Act 2005 17 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an ungraded inspection under section 8 of the Act on 17 October 2017. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils live out the school values of 'respect, resilience and responsibility'. They enjoy coming to school and know staff care about them. Relationships are positive. Pupils are supported both socially and emotionally.

More recently, behaviour has improved significantly. Pupils play together harmoniously in the playground. Playleaders keenly lead activities that support older and younger pupils to play together, making playtime a positive, friendly time.

The school council is very proud of the 'Hethersett 100'. Pupils keenly raise money for carefully chosen local and national charities. This enables pupils to understand the importance of contributing to the local community.

There is a wide range of opportunities for pupils beyond the curriculum. Pupils enjoy the chance to engage in a range of sporting clubs and a variety of musical opportunities offered to them. Pupils can learn to play instruments, join the school choir and perform at a range of community events.

The school has worked hard recently to re-establish trips to enhance the curriculum. Pupils value the different residential trips they are now able to attend and the different visits they do as part of their learning. These opportunities support pupils' character development by helping them become more independent and resilient.

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

The school is improving. A new headteacher is in place and is working alongside the leadership team quickly to bring about the necessary changes.

The school's curriculum is being considered. Leaders are ensuring that the content across all subjects includes the knowledge pupils need to learn to achieve well. In the core subjects of reading and mathematics, pupils learn a carefully planned curriculum. Trained staff deliver the curriculum in a clear, structured way. Teachers routinely check what pupils know.

Reading is a priority. Pupils read regularly and access high-quality texts. The school's chosen approach is taught consistently. Staff check how well pupils are learning. The books pupils read match the stage they are at. Those who fall behind are supported appropriately. As a result, pupils love reading and develop their skills to become fluent, confident readers.

The school knows there remains work to do to develop the curriculum in other subjects. While there is a curriculum in place, this is not always taught as effectively as the core subjects. The knowledge pupils need to learn is not explained clearly, and the checks made to find out what pupils know are not carried out as well. This contributes to pupils having significant gaps in their knowledge, which staff are not yet fully able to identify. In addition, many subject leaders have not had the training

to know how to carry out their role effectively. They do not have a clear understanding about how well pupils achieve in the subject they lead.

Pupils with special educational needs and/or disabilities are well supported. Clear plans are in place to ensure that pupils access the curriculum as well as other pupils. Where necessary, a carefully planned curriculum, with deliberate and well-considered adaptations, is provided for pupils to ensure they access the same curriculum as their peers.

Children make a strong start in early years. They follow a carefully planned curriculum that thoroughly covers the different areas of learning. Meaningful interactions between adults and children support language and communication development. Learning is further enhanced by a newly developed outdoor area. As a result, the curriculum development ensures children are well prepared for their next stage in learning.

School leaders have prioritised improving behaviour. The school has ensured a clear approach to managing behaviour. As a result, pupils now know and understand the expectations. When behaviour falls below expectations, staff manage these incidents well. The learning of other pupils is not affected. On occasion, more challenging behaviour incidents occur, but leaders tackle these decisively.

The school promotes pupils' personal development well. Pupils have an age-appropriate understanding of different cultures and beliefs and know how to stay safe online. Pupils feel valued and celebrate differences. Pupils are clear that everyone is welcome at their school. This supports pupils to be well prepared for life in modern Britain.

Recently, governors have started to monitor provision and check on how well the school is doing. This is beginning to contribute towards the improvements being made following a period of time when the school was not being held to account with enough urgency around school improvement priorities. This work is in its infancy.

Many staff feel well supported. The school is aware that there is work to do to ensure all staff fully embrace the required changes taking place at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While governors are now starting to check how well the school is performing and ask questions to hold leaders to account, this has not been the case until very recently. This work is in the early stages of implementation. Governors must work

with urgency to support and hold leaders to account to secure key improvements required.

- Weaknesses in the curriculum in some subjects contribute to gaps in pupil knowledge. The school must consider its curriculum content and assessment systems to ensure the curriculum meets the needs of pupils. This will mean pupils are taught the specific knowledge they need to make the progress they should through the planned curriculum.
- Subject leaders are developing into their roles and are not making a consistent impact upon the quality of provision in their subjects. They need to understand their role fully and be trained and supported to monitor and improve provision. This will ensure that they have an accurate understanding of their subject, and they develop the skills they need to improve the areas they lead.

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	120918
Local authority	Norfolk
Inspection number	10294992
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	484
Appropriate authority	The governing body
Chair of governing body	William Partner
Headteacher	Louise Mainwaring
Website	www.hethersettwoodside.org.uk/
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- Hethersett, Woodside Primary & Nursery School has changed to a primary setting from an infant school and moved premises since the previous inspection.
- The school has undergone a significant period of instability in leadership. There was a period of acting headship before the current headteacher took up post in September 2023.
- The school uses two unregistered alternative providers.
- The school runs wraparound care provision on the school site.

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.

- Inspectors held meetings with the headteacher, deputy headteacher, assistant headteachers, subject leaders, staff and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, design and technology, and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; 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.
- Inspectors reviewed a range of documents, including behaviour logs, attendance records, pupil records, minutes from governor meetings, school development plans and school self-evaluation documents.
- Inspectors considered 126 responses to Ofsted's online questionnaire for parents and carers, Ofsted Parent View. This included 87 comments from parents in the free-text facility.
- The 167 responses to Ofsted's questionnaire for pupils were considered. Inspectors also spoke with pupils throughout the inspection to gather their views.
- Inspectors took into account the 43 responses to Ofsted's questionnaire for staff. Inspectors also met with staff throughout the inspection to gather their views.

Inspection team

Jonny Wallace, lead inspector	His Majesty's Inspector
Benjamin Axon	Ofsted Inspector
Alison Hughes	Ofsted Inspector

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