



# The Hewett School, Norwich

## Inspection Report

**Unique Reference Number** 121173  
**LEA** NORFOLK LEA  
**Inspection number** 283993  
**Inspection dates** 22 February 2006 to 23 February 2006  
**Reporting inspector** Mr. Anthony Knight LI

This inspection was carried out under section 5 of the Education Act 2005.

|                                    |                    |                           |                    |
|------------------------------------|--------------------|---------------------------|--------------------|
| <b>Type of school</b>              | Secondary          | <b>School address</b>     | Cecil Road         |
| <b>School category</b>             | Community          |                           | NR1 2PL            |
| <b>Age range of pupils</b>         | 12 to 18           |                           |                    |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01603 628181       |
| <b>Number on roll</b>              | 1157               | <b>Fax number</b>         | 01603 764129       |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mrs. Marion Wright |
| <b>Date of previous inspection</b> | 8 December 2004    | <b>Headteacher</b>        | Mr. Tom Samain     |

|                              |   |                                    |
|------------------------------|---|------------------------------------|
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and four Additional Inspectors.

## **Description of the school**

The Hewett School is a mixed comprehensive school for pupils aged 12 to 19. The school was a very large school but falling rolls have resulted in the school now being just over average size with 1157 pupils. The percentage of pupils with special educational needs has risen and is above the national average. The percentage of pupils with Statements of Special Educational Needs is below the national average. There are relatively few pupils whose first language is not English and the percentage of pupils from minority ethnic groups is below the national average. Over the last two years there has been a large turnover of staff and significant changes to the management structure including the appointment of eight Directors of Faculty. When the school was inspected in December 2004 it was judged to require special measures. Its progress has been monitored by HMI and was last visited in November 2005.

## **Key for inspection grades**

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## **Overall effectiveness of the school**

### **Grade: 3**

In accordance with Section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. The school judges its effectiveness as satisfactory and inspectors agree. While there is still more to be done the school has made considerable progress and has clearly demonstrated the capacity to make the improvements needed. There is a strong sense of unity and the increased commitment by all staff has enabled the school to tackle successfully the areas for improvement identified in the last inspection. The quality of the school's self-evaluation is good and the school knows what it needs to do to secure further improvement. The school provides satisfactory value for money. While attainment has been below national averages, greater progress is now being made by pupils and achievement and standards are satisfactory overall. However, the legacy of underachievement is still seen in the quality of work and the attitudes of some pupils. Pupils' personal development overall has improved considerably and behaviour and attitudes are generally good. However, even though progress has been made, attendance is still too low. Teaching has improved and is satisfactory with many aspects that are good. However, sometimes the work does not engage pupils and is not always matched sufficiently to their learning needs, particularly those of the lower attaining pupils. The curriculum and the care, support and guidance given to pupils are good. Leadership and management have improved significantly and are now good although the full impact of recent improvements has yet to be seen on attainment and teaching. The governing body is providing good support to the school and parents are involved through regular newsletters and opportunities to discuss the progress being made by their children. Pupils are positive about the improved atmosphere in the school and good links have been developed with other providers. Pupils make an outstanding contribution to the school through the school council. However, other opportunities are missed to involve pupils more directly in the ongoing improvement of the school.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The school judges its provision in the sixth form to be good and inspectors agree. The school has created an effective sixth form environment where all students can succeed. Results have improved steadily over the past three years as has the progress that students make. The good quality of teaching seen in the sixth form has been maintained. The curriculum provision is good and effective links have been established with other providers to extend the range of post-16 provision. Overall leadership of the sixth form is good. Areas of underachievement have been identified and effective action taken to further improve overall performance.

## **What the school should do to improve further**

- Continue to improve attendance. - Increase pupils' progress through making sure that the work engages all pupils and fully meets their learning needs, particularly those

of the lower attaining pupils. - Involve pupils more in improving the quality of education in the school.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 2**

Pupils' attainment in English and mathematics at the end of Key Stage 3 was in line with the national averages in 2005. Standards in science have been significantly below the national average over the last two years but, overall, pupils make satisfactory progress during their first two years in the school. Attainment overall in Key Stage 4 is below the national average although there have been improvements over the last two years. The percentage of pupils achieving at least five A\*-C passes at GCSE including English and mathematics increased considerably in 2005 although remained below the national average. While progress made by pupils during Key Stage 4 was broadly average in English the progress made by pupils in mathematics was in the bottom 15% of all maintained schools. There was underachievement by pupils during Key Stage 4, particularly among the lower attaining pupils. However, standards in lessons are rising, particularly in science in Key Stage 3 and mathematics in Key Stage 4. There is an overall trend of improvement although gaps in past learning are inhibiting higher attainment. More pupils are on track to achieve the expected levels of attainment in Key Stage 3 and Key Stage 4 in 2006. Pupils with learning difficulties and disabilities are helped to make satisfactory progress overall. While the focused support for pupils needing the most help is good, some of the standards in the lessons for the lower ability groups were not high enough. Standards and attainment in the sixth form are good overall. Students with significantly lower than average prior attainment make good progress and achieve satisfactory standards by the time they leave the sixth form. Standards in the GCE AS/A level and VCE examinations in 2004 were broadly in line with the national average for all maintained schools and showed further improvement in 2005. In 2005 the A level pass rate was 94 per cent and the percentage of passes at A to C grades was almost 70%. Results have improved steadily over the past three years as has the progress made by students. While attainment has been inadequate in Key Stage 4, pupils are making much better progress and achievement and standards are now satisfactory.

## **Personal development and well-being**

### **Grade: 3**

#### **Grade for sixth form: 2**

Pupils' personal development and well-being are satisfactory overall. The behaviour of pupils is good. Movement around the school is sensible and orderly and pupils arrive promptly to lessons. The number of pupils removed from lessons has fallen significantly. Most pupils clearly enjoy their learning and apply themselves well. However, there is still a small minority of pupils who find it hard to commit themselves to the work. While attendance has improved and has already exceeded the school's target, it remains

well below the national average. The personal development and well-being of students in the sixth form are good. Overall, pupils' spiritual, moral, social and cultural development is satisfactory. Pupils adopt safe practices and have a good awareness of the dangers of misusing alcohol, drugs and tobacco. However, the misuse of these substances remains a problem for a minority of pupils. Pupils are encouraged to eat healthily and take regular exercise, but many still bring 'junk' food and fizzy drinks to school. The school council has made a significant contribution to the school. They have improved the quality of the school lunches, redesigned the school uniform and raised funds for several charities. They appreciate how the school is changing for the better and are perceptive about what still needs to be done. Pupils' ability to contribute to their own future economic well-being is sound and enhanced by improving skills in literacy and numeracy.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 2**

Teaching and learning are satisfactory with many aspects that are good. There is much greater consistency in the quality of teaching. Teachers plan lessons carefully and use a common format. However, while plans generally define what is expected of the different groups of learners in each class there is often insufficient detail about how the tasks will be adjusted to enable all groups to succeed. Some teachers do not always explain why a particular activity has been chosen. As a result, some pupils lose interest and progress slows. Relationships between teachers and pupils are warm and friendly and pupils confidently ask questions and request extra help. In some lessons, such as in mathematics, pupils are constantly asked for their views. This is helping teachers to reflect on their practice and consider how to make lessons more effective. Much of the teaching is good and in most lessons pupils concentrate well and work hard. However, in a small minority of lessons for the lower ability sets, teaching does not engage the pupils and behaviour deteriorates. In these few lessons pupils' progress is unsatisfactory. At the beginning of the best lessons teachers explain to pupils what they are required to learn during the course of the lesson. Teachers urge pupils to work quickly and the pace of learning is brisk. Teachers explain what pupils have to do to reach the expected standards and how they could improve their work to get higher marks and better grades. Pupils' motivation is increased through involvement in the assessment of their own work. The good quality of teaching in the sixth form has been maintained. Teachers have good subject knowledge and there are positive working relationships between students and staff. Expectations are high and there is an appropriate intellectual rigour in lessons.

## **Curriculum and other activities**

### **Grade: 2**

Overall, the curriculum is good. The school recognises that some pupils have low academic self-esteem and is creating courses and teaching approaches that help them succeed. A significant strength is the curriculum provision for 14 to 19 year olds which is catering for individual needs by providing a balanced range of vocational and academic courses. There are good and developing links with other course providers, which extend the range of learning opportunities. The school is using a variety of methods such as banding and setting and small group sizes to increase the effectiveness of provision. The curriculum promotes healthy lifestyles and safe choices principally through the personal, social and health education programme. Sport and the Performance Arts provide a good range of extracurricular activities. The curriculum is also enriched through activities such as the Enterprise Days, Health Fairs, the Cultural Festival and trips. Pupils have a range of opportunities for work experience and careers education. The five-period day has enabled lessons to start on time and improved punctuality. The impact of the two-week timetable is being carefully evaluated.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. The Student Achievement Centre meets the emotional and learning needs of pupils with greatest difficulties well. The teaching and learning that takes place in the Centre is good. The Centre's work is successfully contributing to the school's improved attendance figures and to the reduction of disruptive behaviour in lessons. Pupils benefit from the school's strong links with an extensive range of professionals outside the school. Procedures to identify pupils at risk of underachievement are securely in place and heads of faculty and key stage directors have a good overview of pupils' progress. Nevertheless, there are occasions when lower attaining pupils, including those with learning or emotional difficulties, do not receive sufficient support in lessons. This mainly occurs when the work is not adapted sufficiently to meet their learning needs. Arrangements for the safeguarding of all pupils are robust and the school follows required procedures for the protection of children and health and safety. Pupils feel safe around the school and are confident about finding an adult to approach with a problem. Pupils appreciate the support of the school nurse and counsellor. The school provides good quality information and holds regular discussions with pupils to help them make sensible curriculum and career choices.

## **Leadership and management**

### **Grade: 2**

The overall quality of leadership and management is good. Following a period of considerable instability the leadership and management of the school have increased in strength significantly. The headteacher is respected by staff and pupils and there is a much stronger sense of unity within the school as a whole. The senior management

team has benefited from clearer roles and responsibilities and is contributing effectively to school improvement. The issues raised in the previous inspection have been successfully addressed. Effective systems for tracking pupil progress have been developed and underachievement is quickly identified so that appropriate interventions can be instigated. The monitoring of teaching is well established and there is an increasing awareness of the actions that need to be taken to improve the quality of teaching further. The school recognises the need for increased attention to the learning needs of lower achieving pupils. Middle management is strong and the new heads of faculty are working well together. The school has a good understanding of its own strengths and weaknesses. The judgements made by the school closely match those made by the inspectors. The school's self-evaluations are accurate and honest. The school knows what it needs to do to secure further improvement. The strong and well-led governing body effectively provides the role of critical friend to the school. Parents are more involved in the school and kept informed through newsletters and regular opportunities to discuss their children's progress. The pupils make a significant contribution to the school through the school council although other opportunities for pupils to support school improvement are missed. For example, the views of pupils on the clarity of the learning objectives are only being sought in a few lessons. Good support has been provided by the local authority, which has worked closely with the school to secure the significant improvements in leadership and management and to raise the quality of teaching.



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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |     |
|--|-----|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   | 2   |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | 2   |
| The quality and standards in foundation stage  | NA  | NA  |
| The effectiveness of the school's self-evaluation  | 2   | 2   |
| The capacity to make any necessary improvements  | Yes | Yes |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | Yes |

### Achievement and standards

|  |   |   |
|--|---|---|
| <b>How well do learners achieve?</b>   | 3 | 2 |
| The standards <sup>1</sup> reached by learners   | 4 | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |   |

### Personal development and well-being

|   |   |   |
|---|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 3 | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 3 |   |
| The behaviour of learners   | 2 |   |
| The attendance of learners  | 4 |   |
| How well learners enjoy their education   | 3 |   |
| The extent to which learners adopt safe practices   | 3 |   |
| The extent to which learners adopt healthy lifestyles   | 3 |   |
| The extent to which learners make a positive contribution to the community                                    | 2 |   |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |   |

### The quality of provision

|   |   |   |
|---|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | 2 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |     |
|--|-----|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |     |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   |     |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |     |
| How effectively and efficiently resources are deployed to achieve value for money  | 3   |     |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |     |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | Yes |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | Yes |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | Yes |

### **Text from letter to pupils explaining the findings of the inspection**

We enjoyed coming to your school and would like to thank you for welcoming us and talking to us openly. You may know that your school has been given extra help over the last year to make sure you have as good an education as possible. We are pleased to tell you that many improvements have been made. These would not have happened without your help. As always, there are more things that need to be done but your school has shown that it can make these further improvements. It was good to see that more of you understand that you have to make the most of your time at school if you want to have more choice about what you can do when you leave school. Most of you work hard and do well but some still do not realise that every time you miss school it gets more difficult to show what you can really achieve. We have asked your school to find ways to encourage all of you to attend school regularly so you can all benefit equally. We were pleased to see that more of you are making good progress and that there is good teaching in all subjects. We have asked your teachers to make sure you know why each piece of work is important and to give you tasks that help you all make good progress. Your school has excellent records of how well you are doing and will let you know what you need to do to get better. Your school council is working hard to improve the school. We were very impressed with what they are doing and have asked your headteacher to find ways in which you can all contribute more to the work of the school. For example, you could help your teachers by letting them know what you don't understand and by checking at the end of the lesson to see if you have achieved what was expected. There are many opportunities for you at The Hewett and we wish you every success for the future.