

Normand Croft Community School for Early Years and Primary Education

Bramber Road, London W14 9PA

Inspection dates

26–27 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have improved the school since the previous inspection. As a result, the school gives its pupils a good education. Leaders make sure that staff help all groups of pupils to achieve their potential.
- Teachers and other staff regularly check pupils' learning and support needs. They use the information effectively to plan activities that enable pupils to learn well.
- Pupils make good overall progress across most subjects. Their progress is particularly strong in reading and mathematics.
- Pupils with special educational needs and/or disabilities (SEND) and late joiners, often with little knowledge of English, make similar progress to their peers. This is because they benefit from tailored support that meets their needs.
- Pupils behave well and have good attitudes to learning. They feel safe as they know adults care for them. Pupils learn how to keep themselves safe in different situations.
- The curriculum makes a strong contribution to pupils' personal development. It prepares them well for secondary education and their future lives.
- Governors provide leaders with a good balance of support and challenge. They make a strong contribution to improving the school.
- New foundation subject leaders have made a good start in improving the design and planning of their subjects. They organise effective training, so teachers develop the expertise to help pupils make good progress. Curriculum planning and teachers' subject knowledge, especially in geography and French, however, is weaker.
- Leadership of the early years provision is good. Children benefit from effective teaching in a well-resourced learning environment. It gives them rich, varied and high-quality learning experiences. As a result, they make good academic progress and develop strong social skills.
- Although attendance is improving, it remains below the national average.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes across the curriculum by:
 - building on the work to support subject leaders in developing their curriculum planning in all subjects to a high standard
 - developing further teachers' subject knowledge in all subjects, especially French and geography.
- Continue to reduce overall and persistent absence so that they are closer to national averages.

Inspection judgements

Effectiveness of leadership and management

Good

- The new headteacher and other leaders, including governors, have improved the school since the previous inspection. They communicate a clear vision of inclusion and ambition for all pupils. They aspire for pupils to reach high academic standards. Leaders work to give pupils experiences and strong pastoral support that will help them to succeed in their future lives. As a result, teaching, pupils' outcomes and their personal development are good.
- Leaders at all levels, and governors, have welcomed and benefited from the support of local authority advisers, other consultants and colleagues in other schools. These opportunities have helped leaders, most of whom are new to their roles, to develop their skills and sharpen their practices. As a result, leaders have successfully addressed the areas for improvement identified at the previous inspection.
- Foundation subject leaders, supported by senior leaders, have reviewed and improved the planning of the curriculum in their subjects. They have joined subject associations and established links with counterparts in other schools. They have, therefore, developed their expertise in their subjects. They have organised training for teachers so that teachers develop strong subject knowledge. This work has led to much more effective teaching and better outcomes for pupils across a range of subjects. In a few areas, such as French and geography, leaders' expertise, curriculum planning and teachers' subject knowledge are less effective.
- The leadership of inclusion and use of additional SEND funding is effective. Leaders make sure that they provide well-targeted support for pupils with SEND, late joiners and those for whom English is an additional language. As a result, all groups of pupils make equally good progress from their respective starting points.
- Leaders make good use of the pupil premium funding and this ensures that disadvantaged pupils achieve well. By the end of Year 6, disadvantaged pupils' outcomes are above those for other pupils nationally.
- The school uses its sport funding well to support pupils in developing a range of sporting skills and improve their fitness. Qualified coaches run activities before and after school as well as at lunchtime. Many pupils attend clubs ranging from boxing to street dance and teams enter competitive tournaments in football and basketball.
- The curriculum is broad and covers all subjects of the national curriculum. Leaders are aware that many pupils have few opportunities from home to experience and visit places of culture and enrichment. As a result, they plan many learning enrichment and cultural development visits. These include workshops on classical music with the Royal Albert Hall, a photography project with the Tate Modern art gallery and visits to various museums.
- Furthermore, leaders demonstrate commitment to developing pupils' social skills and increasing their aspirations for their future lives. Pupils visit a centre that gives them information and hands-on experiences of many careers and Year 6 pupils take part in an 'introduction to university' programme. In addition, there is a good range of extra-

curricular activities on offer. These opportunities strongly support pupils' spiritual, moral, social and cultural development and prepare them well for life in modern Britain.

Governance of the school

- Since the previous inspection, the governors commissioned two reviews of their effectiveness. They acted on the resulting recommendations. They meet their statutory duties well, including for safeguarding pupils.
- Governors have a secure understanding of the school's strengths and weaknesses. They closely check progress against the agreed school improvement plans and hold leaders to account. They seek external validation from local authority advisers and other consultants of what leaders report to them.
- Governors regularly visit the school so that they can directly monitor the school's work and seek the views of staff and pupils.
- Governors make a strong contribution to strategic planning and school improvement. For example, as they are aware that absence is too high, and many families need pastoral help, they created a new post of a family support officer. This is having a positive impact on helping families to overcome difficulties and improving their children's attendance.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding leaders make sure that they train staff with the latest government guidance, give them regular updates and keep abreast of emerging trends. Leaders and other staff are aware of the main safeguarding and welfare issues to which pupils may be vulnerable at home and in the locality. There is a culture of vigilance and reporting of concerns as they arise.
- Leaders work closely with parents, carers and external agencies to keep pupils safe and support their welfare. Leaders report to the local authority when pupils leave the school when there is uncertainty about their whereabouts.
- Leaders make sure that pupils learn about risk and how to stay safe. Pupils have regular sessions on how to be safe when using the internet. The community police officers run workshops on the dangers of gangs, knife crime and grooming.

Quality of teaching, learning and assessment

Good

- Teaching is effective and ensures that pupils make good progress across a range of subjects.
- Typically, teachers and other staff have good working relationships with pupils. Teachers usually manage behaviour effectively. As a result, pupils work hard and collaboratively, which helps them to learn successfully.
- Teachers and support staff use ongoing assessments of pupils' learning and progress

to plan activities that meet the range of pupils' abilities, interests and needs. Pupils with SEND and the late joiners benefit from well-targeted support, and where appropriate, specialist intervention such as speech and language therapy. As a result, all groups of pupils learn well.

- There is a strong emphasis on developing pupils' language skills and teachers make sure that pupils learn key subject vocabulary. They create opportunities for pupils to apply their writing and mathematical skills across the curriculum.
- Teachers use questioning well to challenge pupils and deepen their thinking. Equally, teachers encourage pupils to ask lots of questions. This supports pupils in developing their confidence, inquisitiveness and thirst for learning.
- Teachers place a very strong emphasis on developing pupils' reading skills. The teaching of phonics and development of reading comprehension is highly effective. As a result, pupils read fluently and with confidence, and learn to understand increasingly difficult texts.
- Teachers have developed strong subject knowledge and teaching skills in most subjects across the curriculum. However, in a few subjects, leaders' planning of the curriculum and training of teachers has been weaker. In those subjects, teaching is less effective, and pupils' progress is not as strong.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- As pupils progress through the school, they grow in self-confidence. This is because they develop good English language skills, succeed academically and thrive in the school's nurturing social environment.
- Leaders pay much attention to pupils' emotional welfare. Through assemblies and formal lessons, pupils learn about mental health and how to support their own and others' well-being. Pupils who need learning and emotional health support have access to a variety of therapists. These include play, music, art and occupational therapies.
- Pupils know that if they have any concerns, they can speak to a trusted adult who will help them. In addition to counselling pupils, the family support officer helps parents needing assistance and practical guidance, such as in accessing medical provision.
- Pupils understand how to keep themselves physically fit and healthy. This is because they engage in many sporting activities and learn about healthy diets and the dangers of substance abuse.
- Pupils relish the many opportunities to take on leadership roles in the school. These include being safety ambassadors, learning ambassadors, sports leaders and school councillors. Pupils suggest to leaders which charities the school should support, and they arrange the fundraising activities. These opportunities make a good contribution to pupils' personal development.
- Pupils in this diverse community get on very well with each other. They have

opportunities to learn about each other's cultures and the major faiths practised in this country. In addition, pupils learn about people with protected characteristics and they learn to respect difference. As a result, bullying is very rare in the school. Should it occur, pupils are confident that adults will deal with it quickly.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and friendly. They are proud of the school and look after the environment. They move around the school sensibly and behave maturely in the lunch hall and during social times.
- Pupils have good attitudes to learning. They collaborate well in pairs and groups and help each other to learn. On the odd occasion, there is some low-level disruption or off-task behaviour. Teachers deal with these situations effectively so learning proceeds.
- Over time, the rates of pupils' absence and persistent absence have been above average. This year, leaders introduced new strategies to improve attendance. These are beginning to have a positive impact. There is evidence of pupils with low prior attendance who are now attending school regularly. Furthermore, exclusions are rare.

Outcomes for pupils

Good

- In 2018, the proportion of pupils in Year 1 that achieved the expected standard in the phonics screening check increased and was above average.
- By the end of Year 2 in 2018, the proportion of pupils that reached the expected standards and greater depth standards in reading, writing and mathematics was broadly average.
- Over time, the proportions of Year 6 pupils reaching the expected standard in reading, writing and mathematics have been above average. In 2018, above-average proportions reached the high standard in reading and mathematics. Progress from key stage 1 was significantly higher than average in reading and mathematics, and average in writing.
- Across the year groups, current pupils are making substantial progress in reading and mathematics and stronger progress in writing. This is because teaching and support in these subjects are effective and leaders have focused this year on improving pupils' progress in writing.
- Current pupils are making good progress in a range of other subjects. This includes science, art, music, physical education and computing, for example, and in many aspects of their personal development. This is as a result of effective curriculum planning and teaching. Pupils' progress in a few subjects, such as French and geography, is weaker.
- Pupils who need additional support with their learning, such as those with SEND and the late joiners, are making similar progress to their peers. This is because staff give them well-targeted support.

- Disadvantaged pupils are progressing at least as well as their classmates. Over time, disadvantaged pupils at the end of Year 6 have made better progress and reached higher standards than other pupils nationally.
- Leaders prepare pupils well for secondary education. Pupils leave the school with good academic standards, well-developed social skills and ambition to succeed.

Early years provision

Good

- New leaders, supported by a local authority consultant, have successfully established the new provision for two-year-olds. Furthermore, they have made improvements in teaching and children's outcomes in the Nursery and Reception classes.
- The provision for two-year-old children is good. Members of staff have a secure understanding of how young children learn. They prepare a good range of activities in the well-resourced provision. Adults use a range of techniques to engage children effectively such as through singing and role play. As a result, children make good progress, especially in their language and social development.
- Children join the early years with skills that are below those expected for their age, especially in terms of their English language development. Currently, children are making good progress across all areas of learning. Adults are preparing them well for entry into Year 1.
- Leaders and staff use assessment information regularly and effectively to identify children's needs and to plan learning activities. They make sure that children with SEND and disadvantaged children make good progress by giving them targeted additional support.
- Leaders plan the curriculum well to give children experiences covering all areas of learning. Teachers and other staff engage children through well-designed activities in the bright, well-resourced learning environment. Many children speak English as an additional language. Adults focus sharply, therefore, on developing children's speaking and listening as well as reading and writing skills. They model good spoken English and engage children constantly in conversations. Furthermore, the teaching of phonics is effective, and adults encourage children to write often.
- Teachers build on children's interests to extend their learning. For example, as part of the school's science week focusing on 'space', when children discussed the moon the teacher used the opportunity to teach children about shapes and light. Another teacher encouraged a child to apply her phonics knowledge when she was trying to write the word 'astronaut'.
- Children's behaviour is good. They are very cooperative, share well and interact safely and happily with other children and adults. They feel safe and secure as they know that adults care for them.
- The early years team works closely with parents in making initial assessments of children's needs when they enter the early years. Staff encourage parents to contribute to their children's learning. They organise parent workshops, such as on phonics, so that parents can support their children's learning at home.

- Leaders' self-evaluation is accurate. They have correctly identified, and planned to improve further, some aspects of the provision such as the outdoors.

School details

Unique reference number	134273
Local authority	Hammersmith & Fulham
Inspection number	10054401

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

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	231
Appropriate authority	The governing body
Chair	Jamie McKittrick
Headteacher	Paul Jobson
Telephone number	020 7385 6847
Website	www.normandcroftschoo.co.uk/
Email address	info@normandcroft.lbhf.sch.uk
Date of previous inspection	10 November 2016

Information about this school

- Normand Croft is a smaller than average primary school.
- The school has lower pupil stability and a much higher deprivation factor than other schools nationally.
- The proportion of pupils with SEND is higher than average. The proportion of pupils who have an education, health and care plan is much higher than the national average.
- The proportion of pupils for whom the school receives pupil premium funding is much higher than average.
- Since the previous inspection, there have been numerous changes in leadership across the school. The headteacher took up his post in September 2017. Most subject leaders have been in post for the past 12 to 18 months. Others, including the leaders of English, mathematics and the early years started in September 2018. There have been some changes in the governing body. The current chair and vice-chair were appointed

to their roles at the start of this academic year.

- Since April 2018, the school has been in receipt of substantial local authority consultancy support.
- In September 2018, the school, in conjunction with the local authority, opened a part-time provision for two-year-olds. Currently 12 children attend in the mornings.

Information about this inspection

- Inspectors observed pupils learning in a range of classes. Senior leaders joined inspectors during most of these visits.
- Inspectors looked closely at pupils' work to inform judgements made about pupils' outcomes and the quality of teaching and learning.
- Inspectors met with two groups of pupils and spoke informally to other pupils in lessons and during social times. Inspectors met with school leaders and other members of staff.
- Meetings were held with the chair, vice-chair and another member of the governing body and with a representative of the local authority.
- Inspectors examined a range of documentation, such as that relating to pupils' attainment and progress. They also looked at records and documentation about pupils' behaviour, attendance and exclusions, and the ways staff help to keep pupils safe.
- Inspectors considered the 15 responses to Parent View, Ofsted's online questionnaire for parents, which included some free-text responses. They had informal conversations with parents in the playground. Inspectors took account of the views of 39 members of staff and 22 pupils.

Inspection team

David Radomsky, lead inspector

Ofsted Inspector

Stephen Hall

Ofsted Inspector

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