

Normand Croft Community School for Early Years and Primary Education

Bramber Road, West Kensington, London W14 9PA

Inspection dates 16 – 17 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good, especially in writing. Pupils, including those who join the school at other than the usual times, do not develop a good range of vocabulary to speak and write confidently, especially in Years 3 to 5.
- The approaches teachers use to help pupils to write do not always capture their interest, allow them the time to apply new skills in their work, or challenge the more able.
- When marking pupils' work, some teachers do not show them clearly how to correct their mistakes. They do not always check pupils' progress in lessons or correct misunderstandings quickly enough.
- Provision in the early years requires improvement. Staff do not use information from assessments well enough to provide purposeful and demanding activities that develop children's early skills in reading, writing and mathematics indoors and outdoors. Not all adults in the early years provide excellent models of spoken standard English.
- Leaders and managers do not check rigorously or frequently enough the sustained impact of developments in pupils' writing or the progress of pupils who join the school at other than the usual times. The rate of pupils' progress overall is not fast enough.

The school has the following strengths

- Senior leaders and governors are aspirational for pupils. Weak teaching is tackled increasingly robustly, and attainment is rising.
- In 2014 many pupils in Year 6, including those who are disadvantaged, reached above average standards in reading and mathematics.
- Pupils in Key Stage 1 make good progress from their low starting points to reach the levels expected for their age in Year 2.
- Pupils behave well. At lunchtime their behaviour is exemplary. They take pride in the presentation of their work, attend regularly and feel safe.
- As a result of the school's strong promotion of pupils' spiritual, moral, social and cultural development pupils play and work together happily regardless of their backgrounds.
- Governors work closely with senior leaders to challenge them and determine the long-term development of the school.

Information about this inspection

- Inspectors observed 15 parts of lessons. On several occasions they were accompanied by the headteacher and deputy headteacher.
- Pupils' behaviour and attitudes were observed during lessons, playtimes, lunchtimes, assemblies and while they moved around the school.
- Inspectors spoke to pupils from a range of age groups about their views of the school. Pupils in Years 3 and 6 read to inspectors. Their previous work in English and mathematics was scrutinised.
- Meetings were held with staff with leadership and management responsibilities, and representatives of the local authority and governing body.
- Less than 10 parents completed the online survey Parent View. Inspectors took into account the school's own parental survey consisting of 73 responses, and the views of parents when they brought their children to school. They also considered 25 responses in questionnaires completed by staff.
- Inspectors reviewed a range of documents that included records of pupils' progress, attendance, behaviour, the school's self-evaluation and school improvement plan, arrangements for safeguarding, and minutes of governing body meetings.

Inspection team

Kath Beck, Lead inspector

Additional Inspector

Janet Tomkins

Additional Inspector

Full report

Information about this school

- The school is similar in size to most primary schools nationally. This is smaller than at the time of the previous inspection. The school has reduced the number of full-time Nursery classes from three to two. There is one class in other year groups.
- The school meets the government current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of disadvantaged pupils supported by the pupil premium is much higher than found in most schools. This is government funding to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by carers who are not their parents.
- The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus or a statement of special educational needs is high compared to the national average.
- Almost all pupils come from many different minority ethnic backgrounds. Four fifths of pupils speak English as an additional language. This is much higher than usually found.
- The part-time, term time, pre-school provision for children aged under three years of age is inspected separately.
- The school runs its own breakfast and after-school clubs.
- The number of pupils who join and leave the school at other than the usual times is higher than the national average.
- At the time of the inspection some staff were on long-term absence, and two were new to the school and at an early stage in their teaching career.
- Children in the Nursery and Reception classes share the outside play area.
- The school houses a number of local health services, including the school nursing and health visitor teams, and outreach services managed by Hammersmith and Fulham Adult Learning and Skills Service.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically good or better in all year groups, and speed up the rate of pupils' progress, especially in writing, by making sure that teachers:
 - use approaches that capture pupils' interest and allow them time to apply new skills in lessons
 - enable pupils to acquire a good range of vocabulary in order to communicate their ideas confidently when speaking, and in their writing
 - use their knowledge of what pupils have learned to pitch work that offers greater challenge to the more able
 - check pupils' progress in lessons and correct misunderstandings quickly
 - explain clearly when marking pupils' work what they need to do to correct their mistakes.
- Raise achievement in the early years by ensuring that all staff:
 - provide excellent models of spoken standard English
 - use information from assessments to provide purposeful, demanding activities that develop children's early reading, writing and mathematical skills indoors and outdoors.
- Improve leadership and management by monitoring rigorously and frequently:
 - the impact of developments to improve pupils' skills in writing so that higher levels of attainment are sustained over time
 - the progress of pupils who join the school at other than the usual times.

Inspection judgements

The leadership and management

require improvement

- Senior leaders have not yet managed to consolidate previous successes in raising achievement in writing, or in securing consistently good teaching over time in every year group. That said, in Year 6 in 2014, attainment in reading and mathematics was much higher than in previous years, particularly for disadvantaged pupils. Progress in Key Stage 1 has remained good over a number of years. Attainment in the early years is rising, albeit slowly.
- The school is led by capable senior leaders who are highly ambitious for pupils to achieve as well as they can. Long-term absence and a robust approach to improving the quality of teaching have contributed to staff changes. These factors have impacted on the quality of provision in the early years, and some teaching in Key Stage 2, and have reduced opportunities for the literacy leader to monitor frequently pupils' progress in writing.
- Senior leaders make increasingly effective use of information from national tests and in-school assessments to check if any pupils are falling behind. They review the progress of the different groups, including those who are disadvantaged, disabled or with special educational needs. Groups are organised effectively to enable pupils to catch up, but the more able pupils in lower Key Stage 2 are not challenged as well as they should be.
- The initial needs of those joining the school at different times are assessed rigorously, including in their own language. However, their subsequent progress in writing is not tracked closely enough to ensure that gaps in their learning in spoken and written English are filled at a rapid rate in Years 3 to 5.
- Pupils' attendance is monitored closely. Senior leaders have been successful in not only raising the levels of attendance, but also reducing significantly the number of pupils who do not attend school regularly.
- A thorough and detailed school improvement plan, based on meticulous self-evaluation and data analysis, rightly supports the key priorities to improve teaching, writing and the early years.
- Staff training in the best methods to help pupils to achieve well in reading and mathematics, supported by the literacy and mathematics subject leaders, has been particularly successful. Sports funding has raised teachers' skills in physical education. Sports clubs after school are oversubscribed, and pupils take part in a range of competitive games.
- The curriculum reflects the many cultures and faiths in the school. It provides pupils with rich experiences that help them to understand life beyond their immediate locality, and promotes their spiritual, moral, social and cultural development strongly. Pupils respond extremely well to the trust put in them to act responsibly when working in the garden, moving around the school, or taking part in prayer sessions without the close supervision of adults. Their respect and understanding of the faiths and cultures in the school prepare them well for life in modern Britain.
- Arrangements to assess pupils' progress within the new National Curriculum are being developed in conjunction with other schools. This is helping to ensure that assessments are accurate and allow staff to push pupils' learning along rapidly.
- Parents responding to the school's own survey and those who spoke to inspectors have every confidence in the school. Events to help parents to assist children's learning at home are well supported. Annual reports to parents about children's achievements are informative. They know how well their children are achieving in comparison to other children nationally, and what they need to do to achieve even more.
- The school's arrangements for safeguarding meet statutory requirements. Staff work closely with other professionals on site, and in the locality, to make sure that pupils are safe.
- Over time the local authority has provided little support to the school because it has confidence in the leadership. Following a request from the school, the local authority recently reviewed the quality of teaching and learning in Years 1 to 6, and provision in the early years. Since then the local authority has offered good support and challenge to staff in the early years.
- **The governance of the school:**
 - Governors are effective in carrying out their roles and ensure that statutory requirements are met. They review the impact of their work on the school. Following their own robust self-evaluation last year they are implementing an action plan to increase their skills. They work closely with the senior leaders to plan the long- and short-term development of the school.
 - Governors use their expertise in finance, building, community relations and education well to benefit pupils. Together with senior staff, they ensure that the school promotes equality of opportunity, tolerance and respect for all faiths, cultures and lifestyles, and plays a key role in the community.
 - Regular visits to the school and meetings with senior leaders enable governors to contribute to the

school's self-evaluation. They understand the school's strengths and areas for improvement, including the quality of teaching. Governors use this to challenge and support senior leaders. Their use of numerical information enables them to understand how well the school is performing against other schools. They check pupils' achievements in different subjects and the progress of different groups, but not the achievements of those who join the school at other than the usual times as a discrete group.

- The governors' policy with regard to teachers' pay and performance is updated annually. They make sure that there are clear links between teachers' pay and pupils' progress. Those who accelerate pupils' progress and fully meet their targets are rewarded, and underperformance is tackled robustly.
- Governors participate in meetings where finances are allocated each year. Over the year they check the impact of their spending decisions, especially sports funding, and additional finance for disadvantaged pupils. Their decision to appoint additional qualified teaching staff to support disadvantaged pupils has proved beneficial in raising standards in reading and mathematics.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Governors, staff and parents have no concerns about pupils' behaviour. Pupils' spiritual, moral, social and cultural development has a strong impact on this aspect of the school's work.
- The school's strategies to improve behaviour since the previous inspection have been successful. Pupils respond very well to the trust staff place on them to take on responsibilities and to carry them out sensibly without the presence of an adult. They take good care of the school garden, recycle materials and ensure that there is no litter.
- Pupils' behaviour and manners in the dining hall are exemplary. This means lunchtime is a pleasant social occasion when pupils can share their news with their friends. They are clear that good behaviour makes the school a happy place to be. Pupils play and work together well regardless of faith or background. They are proud of their school and their uniform. They present their work neatly.
- Pupils are keen to learn and do their best to listen carefully and respond to their teachers' questions. Their concentration wanes when tasks do not capture their interest or there is too little time to apply and consolidate their newly acquired knowledge and skills, particularly in writing.
- Senior leaders work closely with parents to ensure that their children attend school regularly and on time. This positive and robust approach means that few pupils take extended periods of time away from school.

Safety

- The school's work to keep pupils safe and secure is good.
- Staff ensure that visitors to the school are suitable and those who are employed have been through the relevant safeguarding checks. They work closely with a variety of professionals to protect pupils out in the community.
- Pupils have a good understanding of different kinds of bullying and who to talk to should anyone use derogatory, discriminatory or homophobic language towards them. They say this rarely happens. They know how to stay safe when using the internet

The quality of teaching requires improvement

- Teaching requires improvement because expectations of what pupils can do are not always high enough. In Key Stage 2, the choices made by staff to help pupils to write do not inspire them or capture their interest. Pupils do not acquire a good range of vocabulary that they can use in their spoken and written English. Time is not always used well enough to allow them to apply quickly the skills they are taught.
- Not all teachers use their knowledge of what pupils have learned to pitch the work at a level that challenges the most able pupils. They do not make the most of pupils' attentive behaviour in lessons to check their progress, correct misunderstandings and move learning along at a faster rate. Marking is not always used to show pupils, especially those who speak English as an additional language, how to correct their errors.
- Good teaching in Key Stage 1 and Year 6 means all pupils, including disadvantaged pupils, are challenged to achieve as well as they can. Reading is taught well. Younger pupils make good gains in their knowledge of the sounds letters make. This helps them to read unfamiliar words. Access to a good range of children's literature motivates older pupils to want to read different types of stories, and find information for

themselves.

- Mathematics is also taught well in these year groups. Pupils make good use of resources, a wide range of strategies, and their skills in the recall of number facts to calculate and solve problems accurately.
- Teaching assistants in Years 1 to 6 provide appropriate targeted support for disabled pupils, those with special educational needs and those who speak English as an additional language. This allows pupils to be fully involved in lessons or to work on activities that are designed to meet their needs.
- Homework projects often challenge pupils to enhance their developing skills in writing, mathematics and research.

The achievement of pupils

requires improvement

- After the previous inspection, senior leaders took determined and successful action to raise pupils' attainment in writing at the end of Year 6. This has not been sustained. The good progress made in Key Stage 1 is not built on sufficiently in the younger classes in Key Stage 2. This means those in Year 6 have some catching up to do.
- Attainment in writing is also affected by the number of pupils joining the school at different times and who are at an early stage of learning English as an additional language. Their precise needs are identified quickly and they are supported well. That said, they, together with their classmates, do not acquire a sufficiently wide vocabulary to achieve highly in writing.
- The challenge for more able pupils varies as they move through the school. Nevertheless, all the more able pupils in Year 6 who took national tests in 2013 and 2014 reached the higher levels expected of them in reading, writing and mathematics.
- In 2013, disadvantaged pupils reached standards that were similar to other pupils of their age nationally in mathematics. Their attainment was below average in writing, but above average in reading. In school there was a wide gap between their attainment and that of their classmates. They were four terms behind in mathematics, three terms in reading, and one term in writing. In 2014 this gap narrowed considerably as many disadvantaged pupils exceeded the national expectation in reading and mathematics.
- Pupils entering Key Stage 1 make good or better progress from their low starting points. They achieve well in reading and writing, because they have good knowledge of the sounds letters make. The more able pupils do not do as well in mathematics.
- The school's strong commitment to ensuring pupils achieve as well as they can means some programmes of work are devised for individual pupils who are disabled or who have special educational needs. These pupils make good and sometimes better progress, albeit in small steps. However, activities are not always explained precisely enough and pupils' progress requires improvement.

The early years provision

requires improvement

- Children's progress requires improvement. This is because staff are not using information from assessments well enough to provide demanding activities that develop children's knowledge and skills over time, especially when they are playing on their own indoors or out of doors.
- Many children who are just starting school are at an early stage of learning to speak English. Some staff use signing, pictures and rhymes to help them to develop their vocabulary. However, recent training to increase the rate at which children develop their ability to communicate effectively has not been as successful as had been anticipated. Not all adults speak good English when playing with the children and this hinders their progress.
- In 2014, children's attainments were higher than in 2013, but remained low when compared to the national average in speaking, reading, writing and mathematics. Half of the children reached the expected level of attainment, but few of the more able children exceeded it. They are not as well prepared for their work in Year 1 as they should be.
- Children soon settle into school and know the routines. They behave well, are eager to learn, and play happily together. Often Reception children play outside with Nursery children. While this helps the younger children to develop their communication skills, the activities for the Reception children do not build well enough on what they already know and need to learn next. Activities lack challenge for them.
- When children in the early years work with knowledgeable adults in small group or whole-class sessions they learn well. Teachers capture their attention, using a good range of resources, and involve them in imaginative activities. Children in the Nursery listen intently, and in Reception, answer questions eagerly.

Early years educator are deployed well to support learning for those who are disabled, or who have special educational needs.

- Senior leaders have drawn up a detailed action plan, and reorganised staffing to bring about rapid improvement. The plan has yet to be implemented fully.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134273
Local authority	Hammersmith and Fulham
Inspection number	448864

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	3– 11
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair	Chris Morrison
Headteacher	Nick Holt
Date of previous school inspection	8– 9 October 2009
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