

# Normand Croft Community School for Early Years and Primary Education

Inspection report

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<b>Unique Reference Number</b>	134273
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	341449
<b>Inspection dates</b>	8–9 October 2009
<b>Reporting inspector</b>	David Wynford Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	1–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	305
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Bowler
<b>Headteacher</b>	Nicholas Holt
<b>Date of previous school inspection</b>	8 October 2009
<b>School address</b>	Bramber Road West Kensington London W14 9PA
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## **Introduction**

This inspection was carried out by three additional inspectors. They visited 21 lessons and three assemblies. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe, the school improvement plan and 74 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at:

- the attainment and achievement of the different groups of pupils
- the impact of teaching on pupils' learning
- how well pupils know and understand their targets and their next steps for improvement
- the school's curriculum to check that it helps all pupils make good progress in their learning
- the extent to which senior and middle managers effectively drive school improvement.

## **Information about the school**

Normand Croft is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is significantly higher than the national average. More pupils are from minority ethnic groups than in the vast majority of schools. Most are of Black African or Caribbean origin. The proportion of pupils who have English as their first language is well above the national average. Similarly, the proportion of pupils identified as having special educational needs and/or disabilities, including those who hold a statement of special educational needs, are well above the national average. The school works in partnership with the local authority to provide specialist support for seven pupils with complex special educational needs. These include medical, physical and complex learning needs.

The school is registered to run Nursery provision for up to 120 children and to provide support for children aged 18 months to three years. Only a small proportion of children in the Nursery transfer to the Reception class. This is because the school is restricted to an intake of 30 pupils. The provision was inspected as part of the school's inspection. The school holds the Healthy School and the sports Activemark awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

Normand Croft is a good school. It is inclusive and serves the needs of the pupils and the local community well. The school has made significant progress since the last inspection. Pupils' attainment has risen and is now broadly average in English and mathematics by the time they leave the school. Much has been accomplished in establishing and developing the good provision in the Early Years Foundation Stage. Teaching and learning are good throughout the school. Pupils' learning is underpinned and supported by a good curriculum which contributes effectively to their learning. The quality of care, guidance and support for all pupils is good. The under-threes 'drop in' centre promotes links with the local community effectively and helps parents develop a good relationship with the school. The improvements can be attributed to the vision and effective leadership and management of the headteacher, governors and the senior leadership team. They have an accurate and detailed knowledge of the school's strengths and areas for development. They set high expectations and have a clear vision for the next steps in the school's journey. They provide the school with good capacity for further improvement.

The vast majority of the children enter the Nursery with skills, knowledge and understanding well below those expected for their age. They make good progress and achieve well as they move through the school. However, throughout the school, most pupils' skills in writing are below those expected for their respective ages. Opportunities for pupils to consolidate and extend their basic skills in writing in other subjects are not consistently exploited. In science, pupils' attainment is below average. This is because science does not have a sufficiently high profile within the school. As a result, pupils' progress in the subject is satisfactory. Pupils make good progress in their personal development and have a good knowledge of healthy living and how to stay safe. Adults help pupils to settle quickly and pupils are confident they can turn to staff for help. Pupils enjoy school. One Year 6 pupils wrote: 'This is a fantastic school. I have learnt a lot in the last six years. The school is not perfect yet but it will improve. I never want to leave it.' Pupils' attendance rates are improving and are now broadly average. Most pupils behave well for most of the time. However, there are a few who do not consistently take sufficient responsibility for their own actions.

Teaching is good but there is some variation between classes. Teachers deploy the teaching assistants effectively to provide good support for individuals and groups of pupils who find learning difficult, so that they achieve at least as well as their peers. In the occasional lesson, where the teaching is less effective, insufficient use is made of assessment information to set targets and to provide pupils with clear steps to improve their work. At management level, good use is made of assessment information to

identify individuals and groups of pupils at risk of underachieving, to raise expectations and to hold teachers to account.

### **What does the school need to do to improve further?**

- Raise pupils' attainment and accelerate their rate of progress, especially in science and writing, by:
- ensuring greater consistency in the use of assessment in order to inform pupils of their next steps in learning
- consolidating and extending pupils' writing skills through other subjects
- giving science a higher profile in the work of the school.
- Encourage the few pupils who find it difficult to take greater responsibility for their own behaviour.

### **Outcomes for individuals and groups of pupils**

2

Pupils' good progress was evident in the quality of learning observed during the inspection and in their books. Pupils are developing their speaking, listening and reading skills well. They enjoy the opportunities to discuss points with a 'talk partner' and to contribute to guided reading sessions. As a result, many pupils are doing well and making good progress in their in reading. However, most pupils' use of language is limited when writing. They do not use adventurous vocabulary and their spelling is weak. In many cases, pupils' handwriting is untidy. Nevertheless the school's focus on improving attainment in writing is beginning to have an impact. The rate of pupils' progress is accelerating as pupils work with sustained concentration. In mathematics, attainment is broadly average. Pupils are developing their understanding of numbers well and applying their skills to solve problems. Teacher assessment at the end of Year 2 and the national test results at the end of Year 6 show an improving trend over the last four years. These pupils made good progress from a low starting point.

The school's detailed assessment records show that pupils with special educational needs and/or disabilities make comparable progress to their peers. The difference in performance between boys and girls, and of minority ethnic groups and those speaking English as an additional language, is narrowing quickly. This is because individuals and groups are receiving good and well-targeted support.

Pupils have a good understanding of healthy living and many are keen to adopt a healthy lifestyle and take part in physical activities. They speak knowledgably about healthy eating. Many enjoy growing fruit and vegetables in the school garden. Their commitment to these and other sporting activities has enabled the school to gain the Healthy School and the sports Activemark awards. Pupils make a good contribution to their school and local community. They are keen to become members of the school council and to contribute to the school's development. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils generally have a good understanding of other faiths, customs and cultures. Pupils' broadly average attainment and developing social skills prepare them satisfactorily for the next stage in their education.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Most lessons have a good pace and challenge pupils so that learning is good. Teachers have a good understanding of pupils' needs and abilities. They generally plan the lessons accordingly. In most lessons, pupils are interested and work with sustained concentration. In many lessons, effective use is made of questioning strategies and pupils are reminded about the learning objectives, but this is not consistent in all lessons. Teachers display good subject knowledge and are increasingly reinforcing subject-specific vocabulary. Most are confident in the use of the electronic whiteboards. However, in the occasional lesson, the pace is too slow and there is insufficient challenge for pupils. As a result, their progress slows. In some classes, pupils are sometimes not certain how to improve their work because the marking does not always give sufficiently clear guidance. The school is working successfully with a specialist mathematics teacher to provide support for those who find mathematics difficult and to challenge the more able pupils. This has resulted in marked improvements in the pupils' attainment. In addition, the school has deployed a science specialist to support each class on a fortnightly basis. It is too early to judge the impact of this initiative because it

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

was introduced at the start of the term.

The school's curriculum provides effective opportunities for learning. There is a clear focus on developing the pupils' skills, knowledge and understanding, especially in the core subjects of English and mathematics. Staff are in the process of revising the curriculum to develop a more creative approach, in which basic literacy, numeracy, and information and communication technology skills are promoted through other subjects. Pupils particularly enjoy their art and physical education lessons and are learning to speak French. The curriculum is well matched to the needs of those who find learning difficult and those who are at the early stages of learning English. The curriculum is enhanced by links to numerous organisations, a good range of extra-curricular activities and educational visits. There is a high take-up for most activities.

The care provided for pupils ensures that the school supports successfully pupils whose circumstances make them vulnerable. The school works well with a wide range of agencies to promote pupils' learning and to welcome parents to the school. Attendance is monitored effectively and absence followed up quickly. As a result, attendance is improving and the number of persistent absentees is falling.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher knows the school well. He is providing clear direction for its development as the heart of the local community. He is aided by an effective deputy, an equally effective assistant headteacher and middle managers. Senior managers are analysing the work of the school with increasing rigour. As a result, standards are rising and the quality of teaching continues to improve. Governors reflect seriously on their roles and responsibilities and have recently restructured their committees so that they become more effective in holding school leaders to account. They set suitably challenging targets and monitor the work of the school closely. They ensure that the school's safeguarding and child protection procedures are good and implemented consistently. They monitor the effectiveness of its equality of opportunity policies and check to ensure that the gaps between the different groups are closing. School leaders and governors have worked hard to improve provision, especially for the Early Years Foundation Stage, where the spacious classrooms and extensive outdoor area provide excellent opportunities to promote learning.

The school makes an effective contribution to promoting community cohesion. The

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

governors and senior staff know the local community well and have done much to promote the school locally. Good relationships have been established with parents and carers and their views are valued. Working with outside agencies, the school has successfully developed links with the local community. Parents of children as young as 18 months regularly visit the school to seek advice to help their child develop. The school recognises that its next step is to further extend its work beyond the local community. The school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision across the Early Years Foundation Stage, including the under-threes day care, is good. Registration requirements are met. Good induction arrangements ensure that children feel safe, settle quickly and develop their self-confidence. They form good relationships with the adults and behave well as they enjoy their work and play together. Staff use their good understanding of how young children learn to plan a good range of stimulating activities that maintain the children's interests. There is a good balance between activities led by adults and those initiated by children. However, opportunities for children to develop their skills in the use of information and communication technology are not as well established in all classes. Outdoor provision is exemplary and is used very well, particularly by the Nursery classes, to promote the different areas of learning. The emphasis placed on ensuring the children's welfare provides all children with good opportunities to experiment and explore within a safe and supportive environment. They follow routines which develop good hygiene practices and are learning how to stay healthy.



The Early Years Foundation Stage coordinator has a good understanding of the strengths and areas for development and is proactive in moving the provision forward. Relationships with parents are good and the vast majority of parents are very pleased with the provision. However, there is a small minority that feel the setting does not fully meet their child's needs. Transition arrangements from the under-threes day care to the Nursery, and from the Nursery to the Reception class, are good. These strong links have yet to be fully developed between the Reception class and Year 1. Nevertheless, the children's good introduction to school life prepares them well for the next stage in their education.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

The majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are supported by the inspection evidence. The proportion of parents who felt that their child enjoyed and was safe in school was particularly high. Discussions with the pupils and in the analysis of their questionnaire confirm they feel safe and enjoy school. This is a reflection of the school's good safeguarding procedures and the level of care provided.

A small minority of respondents identified one statement with which they disagreed, but there was no common pattern. A few parents stated that they were not being kept informed about their child's progress, and others considered that they were not given sufficient support to help their children learn. A few also felt that the school was not meeting their child's particular need and that the teaching is not good.

Inspectors found that partnerships with parents are good and that the school works hard to maintain regular and open dialogue with families. Inspectors also judged that teaching is good. While a few parents have some issues about their children, the negative views were not generally supported by the evidence gathered.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Normand Croft Community School for Early Years and Primary Education to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 305 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	55	27	37	3	4	2	3
The school keeps my child safe	41	55	28	38	2	3	1	1
The school informs me about my child's progress	31	42	34	46	6	8	0	0
My child is making enough progress at this school	26	35	34	46	10	14	0	0
The teaching is good at this school	26	35	34	46	10	14	1	1
The school helps me to support my child's learning	25	34	35	47	9	12	2	3
The school helps my child to have a healthy lifestyle	23	31	42	57	5	7	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	23	38	51	7	10	2	3
The school meets my child's particular needs	19	26	40	54	9	12	3	4
The school deals effectively with unacceptable behaviour	21	28	44	60	6	8	0	0
The school takes account of my suggestions and concerns	17	23	46	62	5	7	3	4
The school is led and managed effectively	19	26	41	55	3	4	3	4
Overall, I am happy with my child's experience at this school	30	41	32	43	7	10	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 October 2009

Dear Pupils

Inspection of Normand Croft Primary, West Kensington, W14 9PA

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. Your school garden is wonderful. We are sure you enjoy eating all those lovely fruit and vegetables and the garden is helping you get a good understanding of healthy living and keeping safe. We were impressed by your contribution to the school community as members of the school council. We were very pleased to hear that you like coming to school and to see that your attendance is improving. The vast majority of you behave well. Overall, your behaviour is good. However, there are a few of you who do not always reach this high standard, Consequently, we have asked your teachers to ensure that everyone takes more responsibility for their own behaviour and not wait to be told what to do.

Your school provides you with a good education. You get a good start in the Nursery and in the Reception classes. In all the classes we visited, you told us that you enjoy your lessons but that the work is, occasionally, too easy and sometimes too hard. Some told us that you did not know what you had to do to improve your work. Nearly all of you said you want to do well. To help you, we have asked your headteacher to make certain that all teachers think carefully about the work they set and to identify the next steps in your learning, particularly when marking your work.

The standards you reach in English and mathematics are broadly similar to those in most schools. You make good progress in reading and mathematics. Your progress in writing is not as quick. Your teachers are aware of this and have started to make sure you practise your writing skills when you are recording your work in other subjects. We have asked them to continue to do this and to concentrate on improving your writing skills. This will help you make better progress and attain higher standards, not only in English but in other subjects as well. We have also asked your teachers to make certain you do better in science. This is because the standards you reach in science are not as high as those in English and mathematics.

Good luck for the future and thanks once again for being so friendly and polite.

With best wishes

David Wynford Jones

8–9 October 2009

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Lead inspector

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