

Inclusion in action

SEND



SHARING LEARNING ACROSS THE LEARNING PARTNERSHIP
PEER PARTNERSHIP VALIDATED SCHOOL STRENGTH

“We need to remove the external barriers to learning as well as the educational ones to help our pupils succeed.”

PAUL JOBSON, HEADTEACHER

Intention

Normand Croft Community School is situated in Fulham, just off the North End Road. It serves a diverse community. The school’s inclusive curriculum has developed as a response to the pupils’ characteristics.

It takes two-year-olds into Nursery, most of whom are funded for free early education. Many of the children who join the school’s Early Years Foundation Stage need support to develop their English language skills. Over a number of years, the school has developed an expertise working with children with special educational needs and disabilities. In addition the school experiences turbulence, and high numbers of children join the school during the school year, often from abroad, with little or no English.

Normand Croft’s educational practice has been carefully and intentionally developed over a number of years so that it matches what the pupils in the school need in order to be effective learners.

First of all, there is the recognition that the school needs to take account of the ‘whole child.’

The headteacher explains, ““Everything we do is about the

whole child. This means that we have to take account of what happens to the child outside school – that’s why we’ve employed a family support worker. We need to remove the external barriers to learning as well as the educational ones to help our pupils to succeed.”

The Deputy Headteacher says that teaching pupils how to learn effectively, is key. There are some clear characteristics that define many of their learners:

- they find it hard to express themselves because they either start school language poor, or they are multi-lingual, often with English as an additional language
- they want to succeed but often have to cope with failure and disappointments in their learning
- they are often frustrated, because of the barriers to learning they experience.



"The most important thing we do to enable all our learners to succeed is mixed ability groupings. We now pitch to the top and differentiate down." **KATRINE BULLEY, DEPUTY HEADTEACHER**

Implementation

The school has an exceptionally clear vision about how to develop all learners, whatever their abilities.

Pedagogically, the vision is clearly linked to everyone's high expectations for what pupils can achieve.

There are a number of planned actions that have been introduced by senior leaders. These are now embedded in teaching across the school. Actions include:

- mixed ability groupings
- random pairings
- focus on language development for younger children
- formative assessment, with opportunities for pupils to be engaged in their own assessments.

What is clear is that these strategies continue to be reinforced and reshaped by the school leaders. They are regular items in school INSET. Teachers are coached if they need further help to make these strategies successful.

This runs alongside the school's determination to create an inclusive curriculum. There is no separate teacher for children with English



as an additional language. The headteacher says, "Teachers need to accept who they are and what they bring. They need to want these children to succeed. Inclusion relies on a genuine understanding of the needs of pupils and making sure they have the tools they need to learn."

The leaders are proud of their mixed ability groupings, and know that they benefit all the pupils, whatever their achievements - whether they are quick graspers, or take longer to learn.

Inclusion at Normand Croft means that where interventions take place, they are within the lesson that is being taught. So additional guided reading support will be given during the guided reading session. The school does not take pupils out of lessons within the wider curriculum, such as music and PE.

"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."

OFSTED REPORT, MARCH 2019

Impact

The shared vision of senior leaders has led to the exceptional progress that can be seen, from the EYFS to KS1 and through recent KS2 SATS results, particularly in reading and mathematics.

Underpinning this is how the school addresses and significantly improves pupils' attitudes to learning.

Growth mindset pedagogy underpins much of the school's work around pupils' personal development. The deputy headteacher is passionate about how this enables all pupils, and especially frustrated and angry pupils, to succeed. She says, "I was explaining to a Year 5 newcomer about the growth mindset, and it wasn't working. So I developed Mr Bounce (growth mindset) and Mr Worry (fixed mindset) as a practical and concrete way to change pupils' perspectives on their learning. We've

got lots of Mr Bounce hats now that pupils choose to wear when they are finding learning difficult. It's fun for the pupils, and it works!"

"When we get worried, our teacher says... get a hat! it makes you feel like you can do anything. When you wear Mr. Bounce's hat you can bounce back from your mistakes."

ISMAL, YEAR 6 PUPIL



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