

Inspection of Nascot Wood Junior School

Nascot Wood Road, Watford, Hertfordshire WD17 4YS

Inspection dates: 11 and 12 October 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Nascot Wood Junior School is a thriving place to learn. Pupils are enthusiastic about their learning and achieve highly. Pupils learn a well-balanced curriculum. Pupils are exceptionally confident in articulating what they have learned and how this connects to what they already know.

Pupils' behaviour is exemplary. They are diligent in lessons and listen attentively to instructions. Routines are well embedded. Staff set high expectations for behaviour. Pupils know that making good choices and trying their best will prepare them well for the next stage of learning.

Positive relationships with staff and pupils are at the centre of the school. Staff know pupils well, and they foster confidence in pupils to be themselves. Pupils feel safe approaching adults for help.

Pupils take part in a plethora of meaningful enrichment activities. These activities, such as the school orchestra, help pupils to learn new skills and excel in areas outside of the classroom. Pupils are proud to represent their school. The 'Junior leadership team' provides pupils with opportunities to be leaders within the school. The team plans events and makes a positive difference in the school community.

What does the school do well and what does it need to do better?

Pupils learn a broad range of subjects and achieve highly at this exceptional school. The extra-curricular programme, such as inter-school sports competitions, complement lessons. Teachers skilfully ask questions to identify what pupils know and fill gaps in pupils' knowledge quickly. Teachers can do this because the specific concepts, skills and words they need to teach are set out clearly and precisely in the plans. Pupils achieve great things here because of staff's universal drive to get things right.

Reading is a priority in the school. The school's approach to reading ensures that pupils learn a wide range of genres. Pupils learn to discuss texts skilfully and develop their comprehension skills. They know that reading will help them be better learners, and they have a love for reading. Staff are quick at identifying pupils who need extra support and help them to become confident readers.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly and accurately. A step-by-step approach ensures that the school, parents and pupils work together to help pupils succeed. Staff are well trained and make effective adaptations to the curriculum. These ensure that pupils with SEND access the same curriculum as their peers. They are confident and comfortable accessing the opportunities provided for them. Pupils with SEND make excellent progress.

There is a continuously calm and orderly environment in the school. Pupils are always polite, courteous and well mannered. All staff model the respectful attitudes

that they expect from pupils. Staff create meaningful relationships with pupils, which enables pupils to feel safe to take risks in their learning. Pupils are motivated and enthusiastic about their learning. They enjoy talking to visitors and each other, and they do this respectfully.

Pupils' character development is ingrained in all the school does. The vast range of clubs and other opportunities enables pupils to have new experiences, practise skills or showcase their talents. Pupils learn the difference between right and wrong. They learn to speak out if there are injustices. They know that, sometimes, telling your friend that they are not being a good friend will be uncomfortable, but necessary. They are culturally aware and are ready to be responsible and active citizens.

Staff are proud to work at the school. They are well supported by school leaders to have a balanced workload. Governors have high expectations for pupils to be successful learners. The drive from leaders to continually improve makes this school a very special place to work and learn.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117311
Local authority	Hertfordshire
Inspection number	10267852
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Gareth Rumsey
Headteacher	Christina Singh
Website	www.nascotwoodjm.herts.sch.uk
Date of previous inspection	14 and 15 January 2010

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Meetings were held with the headteacher, deputy headteacher, subject leaders and the special educational needs coordinator/special educational needs and disabilities coordinator. The lead inspector also met with seven governors, including the chair of the governing body.
- The lead inspector met with a representative from the local authority to gather information about school support and development.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum with the subject leader, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at other curriculum plans and pupils' work, including for computing, science and personal, social and health education.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the 99 responses and free-text comments submitted to the online survey for parents, Ofsted Parent View.
- Inspectors reviewed the 25 responses to Ofsted's staff survey and the 236 responses to Ofsted's pupil survey. Inspectors also spoke to pupils during playtimes and lunchtimes and during lessons to seek pupils' views. Inspectors spoke with a group of staff to gather their views.

Inspection team

Nerrissa Bear, lead inspector

His Majesty's Inspector

Richard Fordham

Ofsted Inspector

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