

Inspection of Nascot Wood Infant and Nursery School

Nascot Wood Road, Watford, Hertfordshire WD17 4YT

Inspection dates: 31 October and 1 November 2023

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

This school was last inspected under section 5 of the Education Act 2005 12 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?

Pupils happily attend this welcoming school. They love to learn and enjoy the exciting activities that the school provides. Pupils enthusiastically talk about the animal characters staff use to guide them towards being better learners. For instance, 'Challenge Cheetah' encourages the pupils to be more inquisitive and ask lots of questions.

Pupils live up to staff's high expectations for their behaviour and the quality of their work. In their books, pupils have neat presentation and well-practised, secure letter formation.

The school prioritises pupils' language development. Pupils benefit from this, as it means they can communicate their ideas, thoughts and feelings well. Pupils are safe at school and know who they can talk to if they have any worries or concerns.

Promoting pupils' personal development is a strength of the school. Pupils understand what it means to persevere and be resilient. They know how these traits help them to learn more.

Older pupils are well trained to take on the valuable peer mediator and sports leader roles. These pupils help others play games, and they look after pupils who may look or feel sad. Pupils value these roles, as they know these pupils can and will help them if needed.

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

The school has well-sequenced and logical subject plans from Nursery to Year 2. There is a sharp focus on how pupils learn, understand and develop language. This begins in the Nursery and develops across all years and subjects. Consequently, pupils understand and can use the correct vocabulary to describe their subject knowledge. Teachers explain tasks clearly to pupils. Pupils can then carry out the learning tasks with confidence, using appropriate skills. Pupils in key stage 1 are well prepared for the next stage in their learning.

In a few subjects, the curriculum plans have broad learning objectives. They do not specify the small steps of knowledge that pupils need from lesson to lesson and across the year groups. This makes it harder for teachers to adapt teaching to individual needs, and they cannot check pupils' understanding accurately. This means that, in these subjects, teachers do not always know when pupils are ready to move on with their learning.

The school prioritises reading. Pupils in Reception and Year 1 have daily phonics sessions, where there is a strong focus on teaching pupils the sounds they need to be able to read and write words confidently. Older pupils who are not yet fluent readers have catch-up sessions taught by skilled staff. This means that they develop into confident readers. Pupils achieve well in reading.

Curriculum plans in the early years are adapted regularly to meet children's needs. The school has identified precisely what it wants children to learn. This enables all staff to be able to teach children in a similar way towards very clear goals. Staff are well trained and develop children's language with every conversation and interaction. Children take ownership of the environment, and this gives them confidence. They happily set up their own activities and share with others. Children achieve exceptionally well.

Pupils with special educational needs and/or disabilities are ably supported to access the same learning as their peers. Some pupils have individual learning plans. All staff use these to help them understand pupils' strengths. For instance, some pupils may need staff to help them when forming letters, but they are able to spell words confidently and independently.

Pupils follow an extensive and well-developed personal development programme. This starts with the pupils learning about themselves. Pupils then move on to learn how to become more effective learners. Pupils understand and value the rewards they get for showing that they are developing as learners.

The school organises a wide variety of trips, visitors and clubs. These enhance pupils' knowledge and allow them to explore their interests and wider talents. Pupils learn about many different cultures and religions. They know that differences should be shared and celebrated.

Pupils show positive learning behaviours in class. Most pupils listen well to adults and each other. Pupils are calm at more unstructured times, such as when eating lunch together. In the playground, pupils can choose from a wide range of activities, and they play happily together.

Parents are very positive about the support the school provides for their children. Leaders and governors work well together. Governors provide valued support to the school. The school works with parents to make sure that pupils can attend school every day. Pupils attend well. Governors and leaders provide effective professional development for staff. They are also considerate of staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, learning objectives are too broad. This means that teachers do not have a breakdown of the precise small steps of knowledge and skills that pupils need to learn across the year. This makes it harder for teachers to assess pupils' knowledge and adapt their teaching. The school needs to ensure

that all foundation plans have the exact steps of knowledge and skills that teachers need to assess pupils' knowledge effectively.

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	117374
Local authority	Hertfordshire
Inspection number	10288460
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair of governing body	Angela Basit
Headteacher	Pam Scragg
Website	www.nascotwoodinfants.herts.sch.uk
Date of previous inspection	July 2011

Information about this school

- The school does not use any alternative providers of education.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and geography. The inspectors also carried out further explorations into the science curriculum and personal, social and health education by looking at workbooks, carrying out some lesson visits and talking to pupils.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of staff, leaders and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Meetings were held with the headteacher and senior leaders. The lead inspector also met with some members of the governing body, including the chair of governors.
- The inspectors observed pupils' behaviour at lunchtime and in lessons.
- One inspector met with parents before the start of the school day.
- The inspectors examined a range of documents provided by the school, including leaders' school development plans and the school self-evaluation document.
- The lead inspector considered the 116 responses and 63 free-text responses made by parents to the survey, Ofsted Parent View. The inspectors also considered the 26 responses to Ofsted's online staff questionnaire.

Inspection team

Jessie Linsley, lead inspector

His Majesty's Inspector

Gina Bailey

Ofsted Inspector

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