

# Nascot Wood Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	117374
<b>Local Authority</b>	HERTFORDSHIRE LA
<b>Inspection number</b>	312592
<b>Inspection date</b>	14 January 2008
<b>Reporting inspector</b>	Jackie Cousins

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Angela Basit
<b>Headteacher</b>	Miss Pam Scragg
<b>Date of previous school inspection</b>	29 September 2003
<b>School address</b>	Nascot Wood Road Watford Hertfordshire WD17 4YT
<b>Telephone number</b>	01923239653
<b>Fax number</b>	01923239100

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is an average sized infant and Nursery school. Most pupils are from White British backgrounds and a significant proportion are from minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities or who have a statement of special educational need is below the national average. A significant minority of pupils are in the early stages of learning to speak English as an additional language. The school has the National Healthy Schools Award and Investors in People Award.

The inspector evaluated the overall effectiveness of the school and focused in on the following issues:

- the changes to the levels of knowledge and understanding that pupils start school with
- the quality of support for pupils who speak English as an additional language
- pupils' personal development and their understanding of personal targets
- school leaders' use of monitoring data on the progress and attainment of minority ethnic pupils.

Evidence was gathered from discussions with the headteacher, senior leadership team, subject leaders, teachers, pupils and the Chair of the governors, observations of teaching, an analysis of school data on standards and progress, and parents' questionnaires.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Nascot Wood Infant and Nursery is a good school and gives effective value for money. The pupils get a super start to their education from Nursery to Year 2. Pupils of all abilities settle quickly into school life. This is because a good partnership is in place between the school staff and parents. One parent summed it up when she said, 'I feel the school provides a welcoming, safe and very stimulating environment which my children love.' Virtually all parents who responded to the questionnaire were really pleased with the school and the progress their child is making.

Pupils' personal development is a terrific strength of the school and is outstanding. This is because all staff give pupils a committed and effective level of care, guidance and support. Pupils' spiritual, moral, social and cultural development is excellent. They learn to reflect about their own and other's feelings extremely well. For example, pupils explained how it would feel to be homeless. This is because visitors are used successfully to allow them to understand different people's situations. Pupils' understanding of our multicultural society is good. They talked in depth about the festival of Divali and the symbolism of the Divas. The school council assists all pupils to offer ideas about how to make the school even better. Pupils behave well in lessons and at break times. They have positive attitudes to learning and attendance is above average. They adopt healthy lifestyles because the school encourages them to eat well and take regular exercise. Personal, social and health education sessions enable pupils to learn extremely well about how to keep themselves safe inside and outside school. The staff work carefully to safeguard pupils and procedures meet legal requirements.

The school's leadership places enormous importance on maintaining high standards. This means that attainment in 2007 was exceptionally high in Year 2. The school sets and has met challenging targets. Over the last four years, consistently high standards have been maintained. In assessments made in 2007 nearly half the Year 2 pupils were working at standards normally expected of nine-year-olds. Even though these pupils started school with levels of knowledge and understanding that were above those normally expected for their age, their achievement was good. However, the school has seen significant changes to pupils' levels of attainment when they start at school, which for the present Year 2 were slightly below national expectations. Nevertheless they have made good progress. Their current attainment is significantly above that normally expected for their age and they are extremely well prepared for the next stage of education.

The key to the school's success is its use of a detailed system to track pupils' attainment and progress. Every term 'Progress Meetings' are held between senior leaders and the class teacher. A thorough discussion about pupils who seem to be under or over achieving occurs to determine what extra support would be valuable. The progress that pupils from minority ethnic groups make is carefully monitored and they achieve successfully. A considerable amount of small group work assists pupils to make good progress in reading, writing and mathematics. Effective support for those pupils with learning difficulties and/or disabilities allows them to achieve well. The good use of individual education plans mean that these pupils work towards specific and measurable targets.

Good teaching is a major contributor to pupils' effective growth in their learning. Teachers expect a great deal from pupils and they explain complex areas carefully. Pupils' basic skills develop effectively, because teachers clarify knowledgeably how to structure and set out work.

Teachers question pupils well, so that they learn to think deeply about what they study and evaluate results to good purpose. Pupils who are learning to speak English as an additional language are well supported and generally achieve well. However, individual language plans for these pupils are not in use and, as a result, not all staff or parents are fully aware of how best to help them. A significant improvement since the last inspection is the quality of assessment in all subjects. Use of assessment supports learning well. Teachers' marking often tells pupils what they need to do to improve and teachers assess some work together with them. As a result, most pupils understand levels of attainment. However, while pupils receive personal targets in writing and mathematics, they are not always clear about how to achieve them.

Pupils' enjoyment of the many exciting activities planned for them is outstanding. This is because a rich and effective curriculum is in use. Pupils talked enthusiastically about many things that they do at school. They say they really like the topic work, art, writing and mathematics. Displays around the school celebrate pupils' high quality creative and artistic skills. Pupils have good opportunities to use information and communication technology. Teachers are further refining their planning, so it creates more projects that develop several types of skills at the same time.

Good leadership and management have brought about effective improvements since the last inspection. The school has enriched pupils' days with greater use of specialist teaching in religious education and music. The headteacher's excellent leadership means that the school's self-evaluation is very rigorous. Provision for gifted and talented pupils is good and, because leaders are always looking for ways to improve the school, they aim to make provision for these pupils even stronger. Governance is good and includes successful work to develop the way that complaints are handled. The school is in a good position to continue to improve in the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children make good progress because teaching is effective and uses practical methods well. Activities keep children interested and consistently allow them to develop independence. Children develop basic literacy, numeracy and personal skills well and these equip them effectively for the next stage of education. However, planning for the outside area is not fully developed, so staff do not always have effective guidance about what pupils will be learning. Children behave well and learn to cooperate effectively because of staff support and management skills. Parents find out regularly about their child's progress.

## **What the school should do to improve further**

- Develop the use of individual language plans for pupils who are learning to speak English as an additional language.
- Improve the use of pupils' personal targets so that they are clearer about how to be successful and attain them.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

14 January 2008

Dear Children

Inspection of Nascot Wood Infant and Nursery School, Watford WD17 4YT

Thank you for helping me to find out about your school. I enjoyed watching lessons and talking to you. It was interesting to talk to your teachers and join an assembly. I really enjoyed your singing. You are lucky to attend such a happy and friendly school. Good things about your school include the facts that:

- you gain very high standards in Year 2
- you think very deeply about your feelings and respect others thoughtfully
- you work hard in lessons and behave well
- you thoroughly enjoy lessons and are keen to come to school
- your headteacher has really effective ideas about ways to improve the school
- teaching is good and your teachers work hard to make lessons interesting
- a good partnership is in place between the school and parents
- teachers and staff care for you well.

I have asked your school to look at how they can make things even better. I hope that you will help teachers by listening to them carefully. The most important things are:

- sharing individual plans of work more effectively for children who are learning to speak English as an additional language
- making sure that you know how to be successful and meet your personal targets.

Keep working hard at Nascot Wood Infant and Nursery School.

Jackie Cousins

Lead inspector