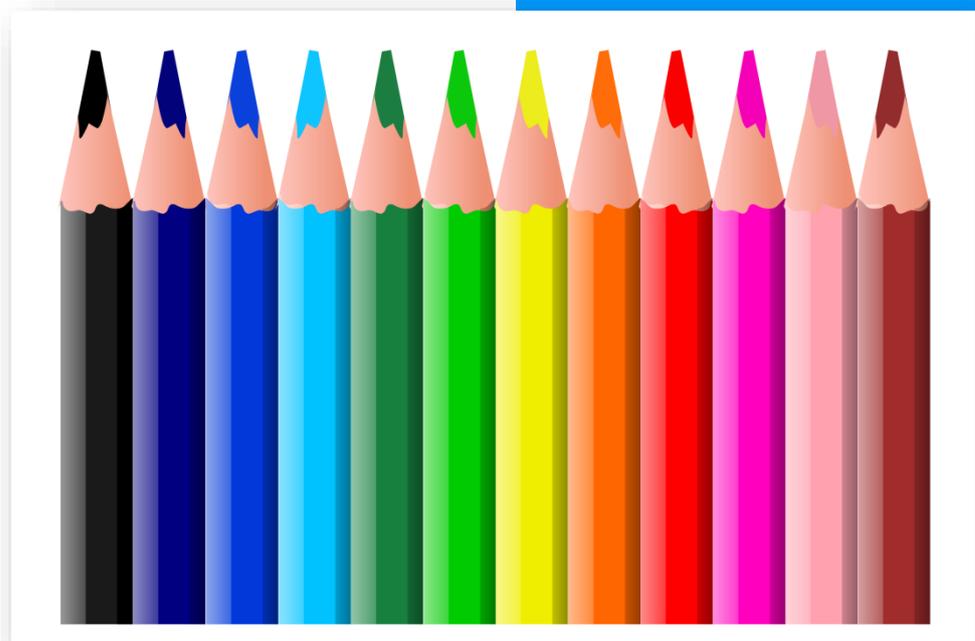


2018

Autumn Term Report for Parents



What's inside?

- How is the School doing compared to others?
- What are we working on?
- The School at a Glance: Attendance
- Our recent achievements

Christina Singh

Nascot Wood Junior School

Dear Parents,

Following on from feedback from parents and governors, we have decided to create these short termly reports for you to see how the school is achieving and what we are doing to improve your child's experience with us.

You wanted to know;

- How Nascot Wood Junior School compares to other schools
- What measures we take to constantly improve the school environment
- What key statistics help us decide whether the school is doing well
- What accreditations has the school achieved recently?

I hope this report will give you a greater insight into what we do here and why Nascot Wood Junior School is such a unique educational environment for your child. I would welcome any feedback regarding further information that you would find useful.

SATs results

We have now received the SATs results for the previous school year (2017 – 2018) and the results are outstanding.

Why are the SATs results important (no matter what year your child is in)?

It is important for you as a parent to look at your school's SATs results. They show you how well your child's school achieves in comparison to other schools nationally. The SAT's results for your school can be used to;

- Show how well your child is likely to do when they sit their examinations
- Indicate performance levels in future GCSE results
- SATs results also contribute to secondary school decisions about grouping your children

How Does Nascot Wood Junior School Compare?

Nascot Wood Junior School has been in the top 10% of schools nationally for the last 5 years. This high level of achievement is a result of our high staff retention, outstanding teaching and learning plus the excellent educational facilities the children have here.

Take a look at the statistics on page 4 and 5.

What are we working on?

Each year, the Senior Leadership Team and representatives from the Governing Body, discuss and agree on three main priorities for the school, which form part of the School Development Plan.

You can see the information on just one of these priorities on page 6 which will give you an insight into how we constantly look improve.

Attendance

When children are at school regularly and promptly, they have the best opportunity to attain well and make good progress. There is a clear link between attendance and achievement.

You can see our current attendance statistics on page 7.

Our target is that every child will be in school for at least 96% of the school year; we work closely with the Local Authority Attendance Officers, when attendance for individual children falls below this percentage.

Quality Marks

We have had several external validations of our work during the last academic year that the school and I are extremely proud of. These help us to measure how well we are doing and ensure that we continue to maintain our 'outstanding' judgement.

You can see a summary of these certificates and achievements on page 8.

As we constantly strive to improve and maintain lines of communication between us I hope you will take the time to glance over this report. It is a great insight into the schools' workings and I hope that you find it useful.

If you have any suggestions for information to be included into future reports, please do get in touch with me to pass these on.

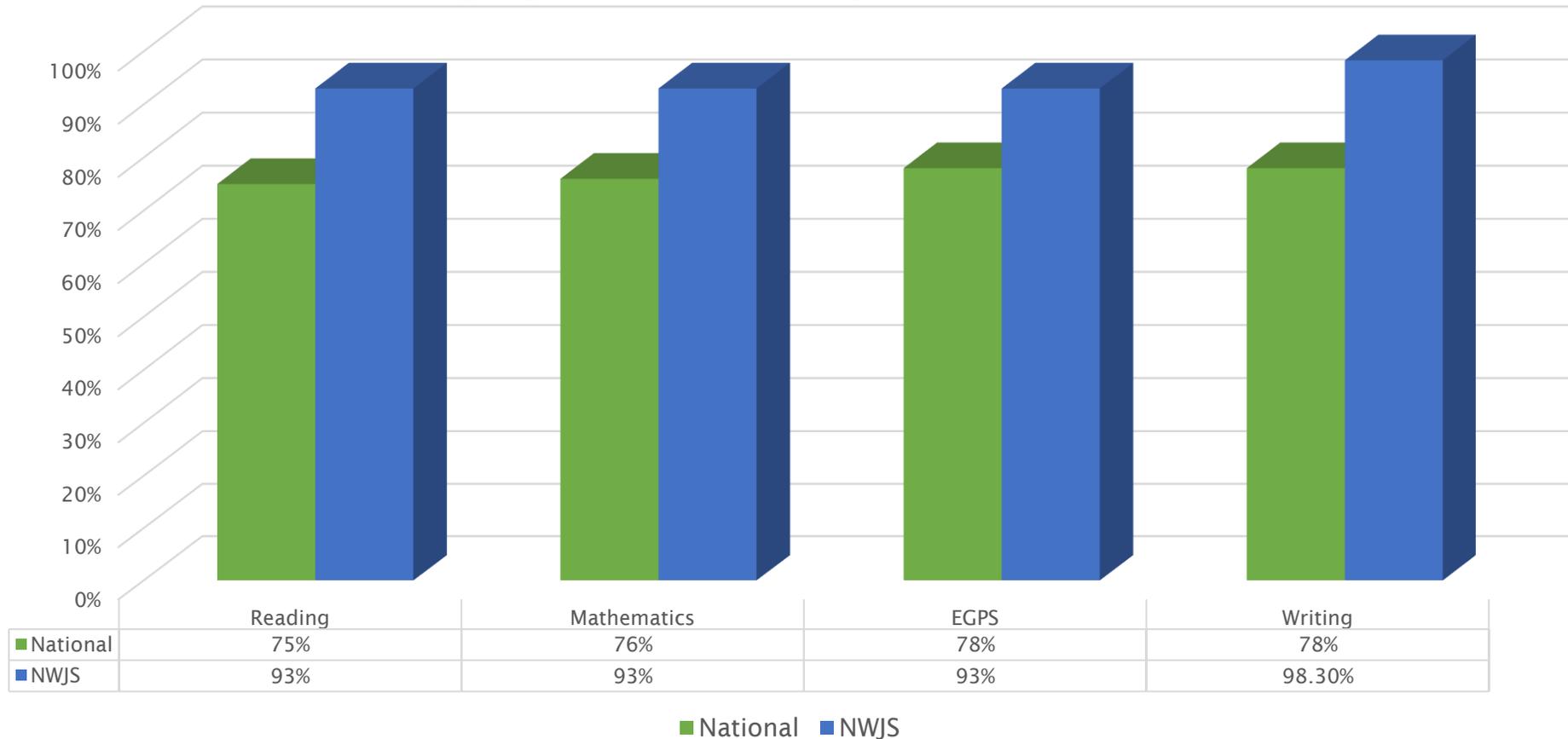
With best wishes,

Christina Singh

Headteacher

SATs results 2018:

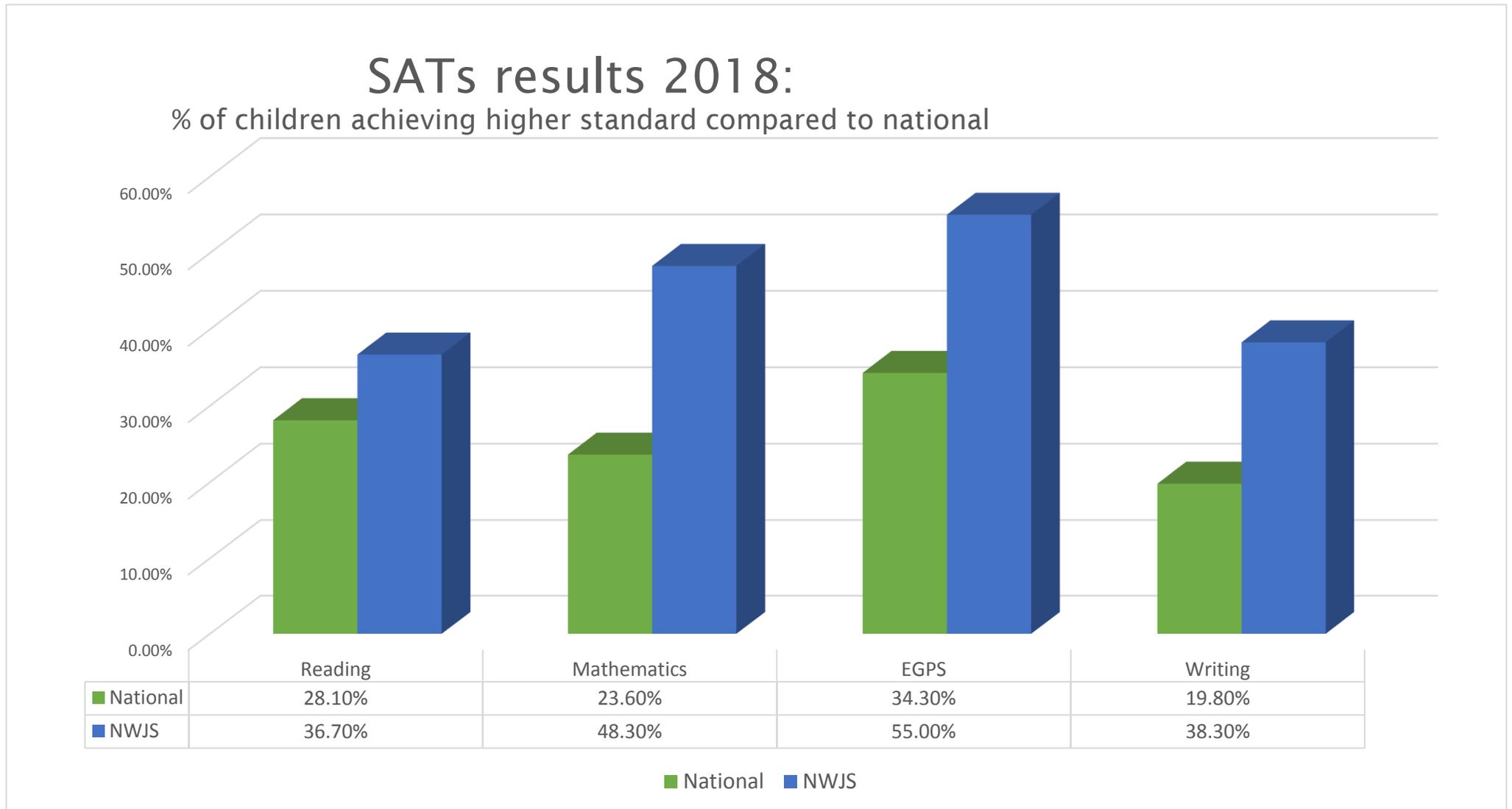
% of children achieving expected standard compared to national



In May 2018, our year 6 children took their SATs exams. These are the national examinations in Reading, Writing, English Grammar, Punctuation and Spelling (EGPS) and Mathematics, which are taken at the end of key stage 2, and are sent to the Standards and Testing Agency (STA) to be externally marked.

These results are measured by how many children in each school reach the 'expected standard' for an 11 year old, and the percentage of children who reach the higher standard. The results from each school are compared to the national standard.

As you can see, we have achieved stunning results this year, which are significantly above the national figures.

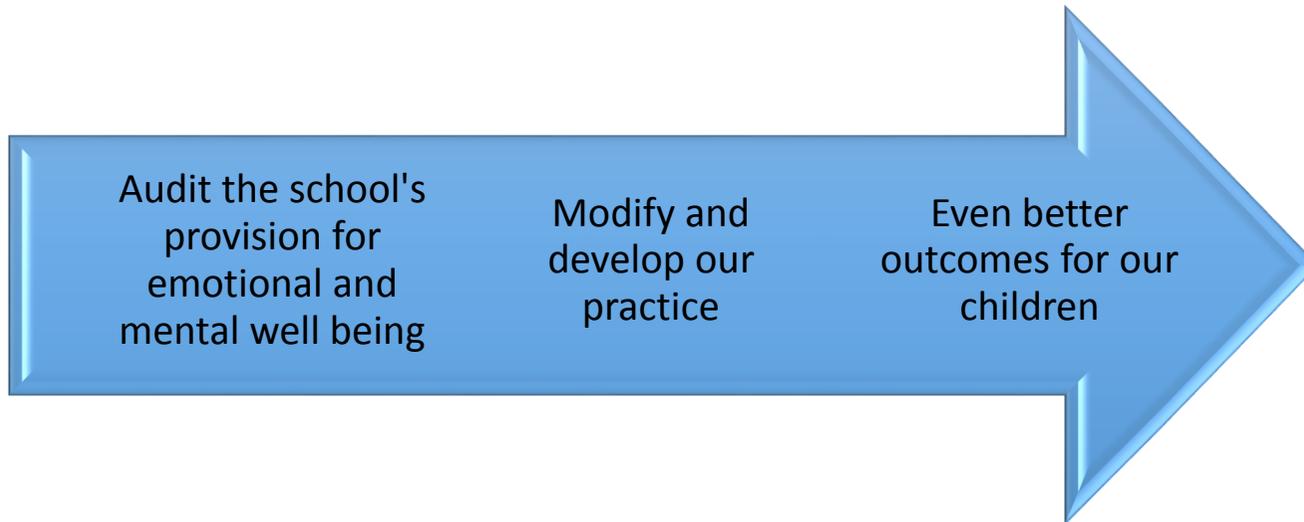


This graph shows you the percentage of our children who achieved the higher standard in 2018, compared to the figure nationally. High achievement at key stage 2 often equates to high achievement at GCSE level. As you can see the results are significantly above the national figures.

Every four years, the Local Authority moderate our Teacher assessments for writing; this is the only examination which is not externally marked. The moderators were in agreement with the assessment carried out by our year 6 Class Teachers in all cases.

What are we working on?

We are working on enhancing procedures in school to support pupils with additional emotional and mental health needs



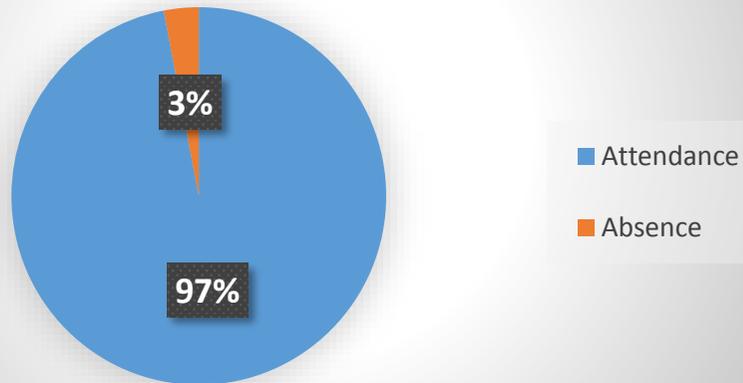
You will be aware from news reports, that children's emotional and mental health is a key area of concern for health and education professionals. Research suggests that 9.8% of children and young people between the ages of 5–16 have a clinically diagnosed mental disorder. At Nascot Wood Junior School, we strongly believe in the importance of promoting self-esteem and well-being amongst our pupils and our school community.

We recognise that, in order for our pupils to achieve, they must feel emotionally secure and happy, and we are committed to supporting their emotional and mental health, just as we support their learning. This year, we are working with a consultant psychotherapist, to look at our current practice, measure its impact and consider ways to develop and further improve what we do. We plan to hold an

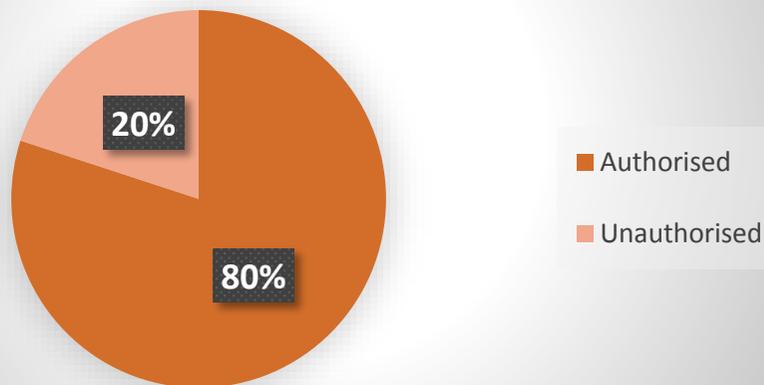
information evening for parents, to highlight this issue and to tell you about the work we are doing to support your children.

Attendance

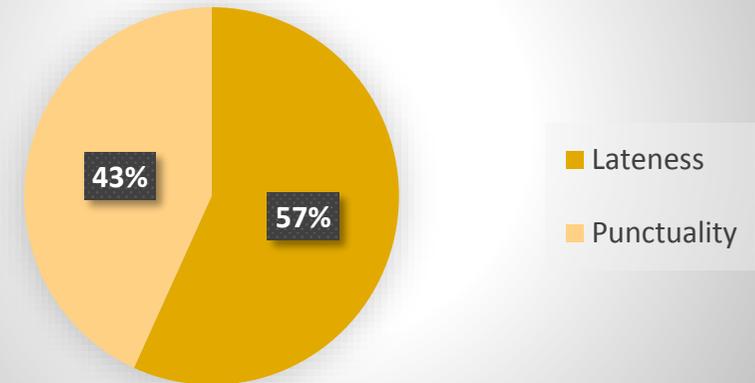
Whole School Overall Attendance
2017/18



How is the 3% absence broken
down?



% of children who were late at
least once in 2017/18



There is a direct correlation between high academic achievement and punctuality and attendance. If your child has a high level of absence they are at a disadvantage as important learning is missed. Lateness delays the beginning of the school day for all the children. We observe that, when children are late, they are less settled at the beginning of the school day.

Quality Marks



The school was awarded the Gold PE Quality Mark in 2017. This extensive piece of work was led by Miss Brown, our PE Coordinator



The school was awarded the Primary Science Quality Mark Silver Award in 2017. The development of Science and STEM has been led by Mr Moonie, our Science Coordinator



We were awarded with a gold Green Tree award from the Woodland Trust in July 2018. Miss Park led this innovative piece of work which has developed the children's understanding of the woodland and the ecosystem



The Local Authority carries out a Health and Safety audit of each school every 5 years. Our audit took place in July 2018, and the school was judged by the independent Health and Safety Officer to be outstanding



In April 2018, we commissioned an audit to look at all our safeguarding practices. Safeguarding can be judged as either effective or ineffective and procedures in this school were effective