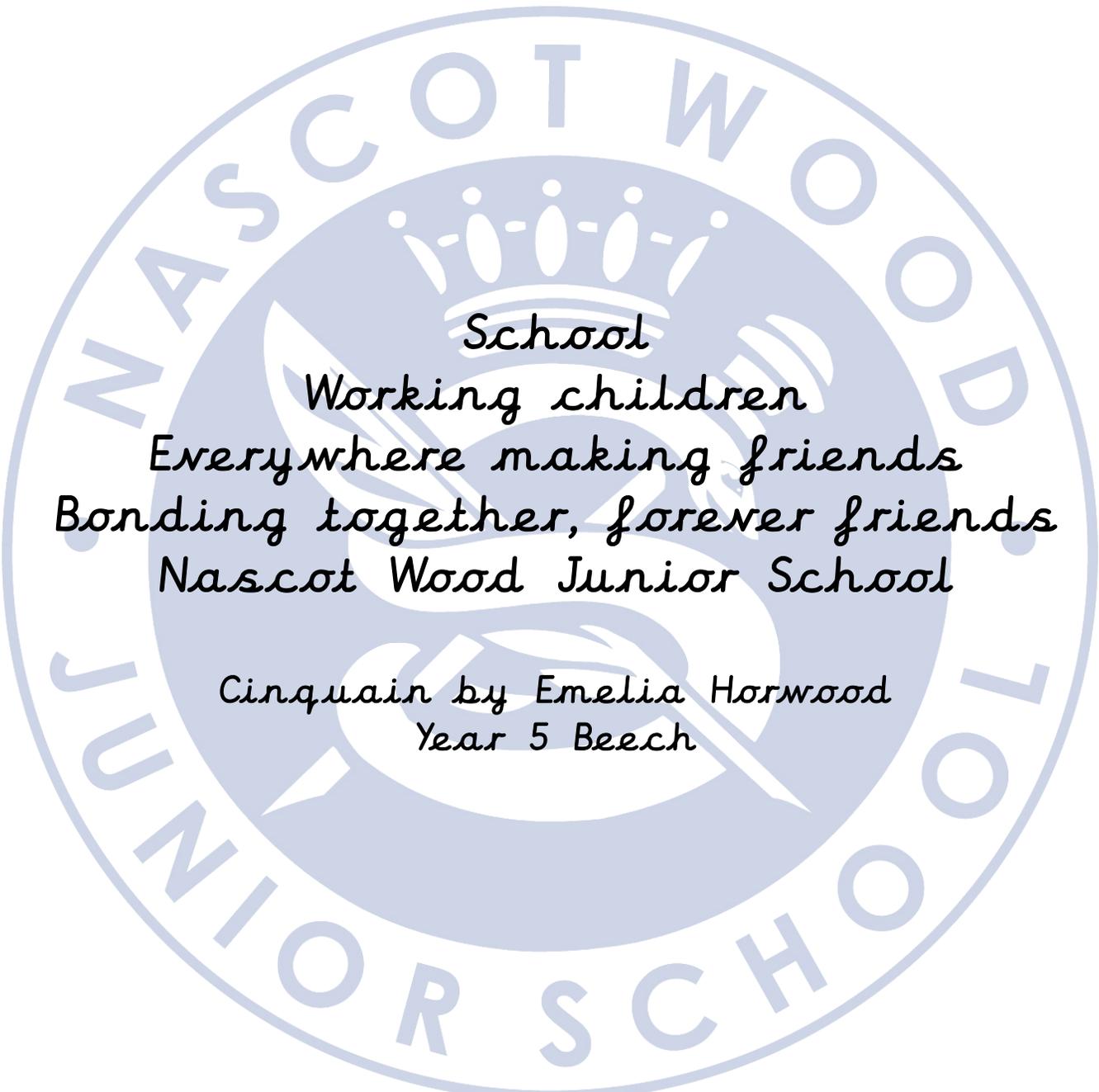


Headteacher's report to Parents and Carers

The logo for Nascot Wood Junior School is a large, light blue circular emblem. It features a crown at the top, a central shield with a white background and a blue design, and a quill pen at the bottom. The words "NASCOT WOOD" are written in a semi-circle at the top, and "JUNIOR SCHOOL" is written in a semi-circle at the bottom.

*School
Working children
Everywhere making friends
Bonding together, forever friends
Nascot Wood Junior School*

*Cinquain by Emelia Horwood
Year 5 Beech*

Autumn Term 2014

Headteacher's Report Autumn Term 2014

We are a community of learners, fostering and developing a life-long love of learning

Index	Page
Letter to Parents and Carers	3-4
Raiseonline 2014 Summary Report	5
Poem by James Pound	6
Attendance	7
What we are working on	8
'Sun' by Suraiya Mirza	9
Parentview	10
Parents Consultation evening Autumn Term	11
Homework	12
What's changed at Nascot Wood Junior School?	13
Description of a familiar setting by Samuel Rumsey	14
How did we remember?	15
Remembrance cinquain by Tom Skelton	16
When you have concerns...	17
Identifying and naming equivalent fractions of a given fraction by Poppy O'Sullivan	18

Dear Parents and Carers,

I am delighted to be writing to you to provide you with up to date information about our school. This report enables me to celebrate success and make you aware of the things we are working on at the moment, as we continue to relentlessly strive for excellence through the development of innovative initiatives and strategies.

I am thrilled to tell you that Nascot Wood Junior School featured again in the Sunday Times Top 500 state schools list. We have previously achieved 242nd position in the country, but this year have moved up in the rankings to 71st position nationally, 1st position in Watford and 2nd in Hertfordshire. This is a huge achievement for the school, and I am very proud of the staff and the children.

In October, the Department for Education produced its Raiseonline data, giving the SATs results for last year's end of Key Stage 2 cohort. I am delighted to tell you that attainment in this school was above national averages, and nearly always significantly so against all measures.

Year 6 children are expected to reach National Curriculum level 4 in Reading, Writing and Maths, and 97% of our children achieved this in Reading and Writing, 98% in Maths.

I am particularly pleased to report that 70% of our pupils achieved Level 5 in Maths (compared to 42% nationally), 73% in Reading, (compared to 49% nationally) 65% in Writing (compared to 33% nationally) and 67% in English Grammar, Punctuation and Spelling (compared to 52% nationally) . In addition, an astonishing 37% achieved Level 6 in Maths, in comparison to 9% nationally, and 13% achieved Level 6 in English Grammar, Punctuation and Spelling, compared to 4% nationally.

My thanks go to all the Class Teachers and the children for their tireless hard work, enabling us to achieve these wonderful results.

As part of the Hertfordshire Improvement Partner (HIP) programme, the Local Authority (LA) make regular judgements about this school based on our attainment and progress data, lesson observations and other aspects of the Ofsted inspection criteria. This criteria is adapted and changed termly, which presents all schools with considerable challenge. The school is consistently judged by the Local Authority (LA) as 'good', which is in line with our self-evaluation, and pleasing considering the raised expectation from Ofsted.

In September 2014, the National Curriculum changed, bringing huge changes to primary education. We set aside planning time and financed training to ensure that our Class Teachers were ready for these changes. We aim to offer a broad and balanced curriculum to your children, teaching Maths, English and Science in the

mornings and using a topic based approach to all the other curriculum areas. So far, we have been pleased with how the children have responded to these changes, although we are aware that the requirements of Curriculum 2014 are even more challenging for children.

The school is in a strong financial position. This has been achieved through rigorous monitoring of spending and financial prioritisation, enabling us to properly resource Curriculum 2014 and plan ahead for the coming academic year.

A year of building work has come to an end, and we are delighted with our new roof, windows, doors and dining room extension. We applied for funding to the Local Authority for this work, and were awarded a grant of £300,000 to cover the cost.

A stable staff has been maintained, and they are resilient enough to embrace change and develop their practice. The morale amongst all staff remains high, which contributes to the positive and nurturing environment of the school.

The following report provides more detailed information for parents to note.

May I thank you for your support and help throughout the year.

With best wishes,

Christina Singh

Christina Singh

Headteacher

Pupil Progress and Standards: Raiseonline 2014 Summary Report (Unvalidated)

Annually, the Department for Education produce Raiseonline data for each school, providing us with a detailed analysis of the attainment and progress achieved by year 6. Below you can see an overview of the results for year 6 cohort 2013/14.

Attainment at Key Stage 2: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject

Levels	<L3	L3+	L4+	L4b+	L5+	L6
Reading (School)	0	100	98	93	73	0
Reading (National)	5	95	89	78	49	0
Writing (School)	0	100	97	-	65	0
Writing (National)	4	96	85	-	33	2
English Grammar, Punctuation and Spelling (School)	0	100	88	80	67	13
English Grammar, Punctuation and Spelling (National)	6	94	76	68	52	4
Maths (School)	0	100	98	93	70	37
Maths (National)	4	96	86	76	42	9

Attainment at Key Stage 2: Average point score at Key Stage 2

Year	2012	2013	2014
Reading (School)	31.9	31.4	31.3
Reading (National)	28.8	28.5	29.0
Writing (School)	31.1	31.9	30.7
Writing (National)	27.3	27.5	27.9
English Grammar, Punctuation and Spelling (School)	-	31.4	31.1
English Grammar, Punctuation and Spelling (National)	-	28.0	28.6
Maths (School)	31.5	33.3	33.3
Maths (National)	28.4	28.7	29.0

Sig + = where the school's data is significantly positive in comparison to national data

Poem by James Pound Year 6 Poplar, following an able writers workshop

I am from...

*I am from a festival of street lights
dancing in the moonlight
I am from the hum of traffic driving up and down.*

I am from a school filled with a unique community of learners.

*I am from slouching on a leather sofa with my feet propped on
the coffee table*

*I am from my eyes being fixed on a wide screen TV, watching
drama, cartoons and news.*

*I am from going on tropical holidays basking in the sun
I am from swimming in the Mediterranean
and floating on lilos.*

*I am from a village of pets living on my street
Fighting and playing all day long
I am from the comforting cuddle of fur
as my pet cat falls asleep.*

*I am from the smell of freshly cut grass
In the summer breeze
I am from the trees blossoming and flowers budding.*

*I am from a loving family always by my side
I am from sibling arguments and violent, vicious fights.*

I am from a world with lots to explore.

Report on Attendance:

In order to ensure that children are making progress and achieving to a high standard, it is essential that we have high levels of attendance, and that these levels are rigorously monitored. Below is an overview of attendance for the period 1.9.13 to 23.7.14

Total number of pupils	Authorised Absences			Unauthorised Absences		
	No. of pupils	% of pupils	% of sessions	No. of pupils	% of pupils	% of sessions
242	200	90.9	3.2	74	30.6	0.4

Overall Attendance

96.4%

The school is no longer allowed to authorise holiday or any leave other than in exceptional circumstances.

What are we working on

Recently we have been thinking about Behaviour for Learning and how to develop independent and engaged learners.

What is the definition for independent learning?

There are a number of different terms used to describe independent learning including pupils:

- Having an understanding of their learning
- Being motivated to take responsibility for their learning
- Working with Teachers to structure their learning environment

Why teach Learning Behaviour?

We teach learning behaviours because they:

- ✚ Promote a positive class culture
- ✚ Enable children to be more employable in adulthood
- ✚ Support successful transition
- ✚ Build emotional intelligence and well-being
- ✚ Enhance behaviour management

What does it look like?

Behaviour for Learning encourages:

- ❖ Positive interaction between pupils and staff
- ❖ Sensible use of resources
- ❖ Consistent use of language
- ❖ Acceptance of new challenges
- ❖ Ability to work independently

How do we get there?

We get there by developing:

- ✓ A collective understanding of learning behaviour skills, habits and attitudes
- ✓ Motivating pupils to take responsibility for their learning behaviour
- ✓ Enhancing systems whereby pupils work with adults to structure their learning environment

We are looking forward to developing our learning behaviours, and I will keep you informed about our progress.



Sun

By Suraiya Mirza

Year 4 Maple

The sun shone
brightly through
the window.

Shining in your eyes
like diamonds.

It burns your skin
if you get in
the way.

Melted chocolate
gooey and yukky
all over your chin

Parent View

Parent view is an Ofsted website, and schools are encouraged to ask parents to complete the questionnaire. Their responses will inform Ofsted as part of the inspection process. We are one of very few schools who have completed questionnaires. Please see results below.

70 responses

Question	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %
My child is happy at this school	51	44	0	4	0
	95%				
My child feels safe at this school	54	43	0	3	0
	97%				
My child makes good progress at this school	39	51	6	1	3
	90%				
My child is well looked after at this school	44	50	1	4	0
	94%				
My child is taught well at this school	43	46	6	1	4
	89%				
My child receives appropriate homework for their age	24	43	13	11	9
	67%				
This school makes sure its pupils are well behaved	46	50	3	1	0
	96%				
This school deals effectively with bullying	26	49	4	1	20
	75%				
This school is well led and managed	46	47	1	4	1
	93%				
This school responds well to any concerns I raise	33	44	6	4	13
	77%				
I receive valuable information from the school about my child's progress	33	41	16	4	6
	74%				
Would you recommend this school to another parent?	Yes: 96		No: 4		

Parentview gives us the opportunity to hear your opinions on the school. This is really valuable as it enables us to continually improve. If you have not already done so, please take the opportunity to complete this survey online to get your voice heard.

Parents Consultation evenings Autumn Term 2014

The Parents Consultation evenings provide an important opportunity for feedback and discussion about your child. We value this opportunity to meet with you and share detailed information about progress, attainment and general well-being.

This year we decided to make a change to the way that we presented our information, and provided each parent/carer with an Information sheet for English and Maths. We have had overwhelmingly positive feedback about this change, and we would value any further feedback that you may want to give.

The attendance at parents Consultation evenings was high. **95%** of parents attended. This was broken down as follows:

Willow	97%
Holly	100%
Juniper	100%
Maple	96%
Elm	93%
Beech	93%
Rowan	90%
Poplar	93%

Homework

As part of our strategic planning for the implementation of Curriculum 2014, we looked at the role of homework in the children's learning. We were particularly influenced in our thinking by the findings of the Sutton report, which separated the value of homework in the primary and secondary sector, and found evidence that traditional homework tasks set at primary school had low impact on the children's learning. Your children are expected to work extremely hard at school, and we are keen to ensure that the homework set actively contributes to their learning, while allowing them time to play and to take part in extra-curricular activities.

As a result of our consultation with parents (via 'Parent view'), governors and teaching staff, we decided to change the way we set homework, moving from routine tasks to investigative pupil and parent led tasks. This allowed you to have greater control over the amount of work that your child was doing after school.

We have placed a greater emphasis on daily reading practise and/or activities, and there is an expectation that times tables will be learnt, practised and embedded. The amount of learning and practise required will vary from child to child, but tables remain a fundamental building block for progress in Maths, hence the emphasis placed on them.

We have also changed the way that we teach the children spelling, no longer sending lists of words home to learn. Spellings are instead taught explicitly by the Class Teacher, and monitored through the children's writing, ensuring that the spellings learnt are properly embedded.

The school's website gives you information about the topics that will be covered in class. This gives you an opportunity to discuss and/or investigate these topics with your child in preparation for the topic that will be taught.



What's changed at Nascot Wood Junior School?

For the last 3 years, the Senior Leadership Team has been leading a period of rapid change with some very positive results. Below are some examples of changes over the last 6 weeks.

School website

We recognise that the school's website is a window into the school, hence the importance to ensure that it looks professional, accessible and provided all the statutory and relevant information.

We have invested significant time and money to have a bespoke website designed for us, and the artwork reflects the input of our children, Teachers and other stakeholders.

We are very excited about these changes, and hope that you will view the new artwork on our existing website. We hope that our new website will be fully operational from January 2015.

School library

Having listened to parental comments, we have completely reorganised the library, ensuring that the books are carefully stored and labelled. We have already removed books that were looking scruffy or were outdated, and have a budget to buy some new literature. The children have been helping us to keep the new space tidy.

Teaching space

We have reorganised space within our school, re-homing resources to enable us to create a completely new teaching space, fully equipped with an interactive whiteboard and teaching resources for the children.

Refurbishment

We are pleased to tell you that we are now able to completely replace the Year 6 toilets, which are used by the whole school during break and lunchtimes. The toilets are no longer fit for purpose and I'm sure that the children will appreciate this change. We anticipate that the work will be completed over the Easter holidays.



**Description of a
familiar setting**

by

Samuel Rumsey

Year 3 Willow

It is 8.40 and the bell has just rung, when all the pupils are outside in the gargantuan playground. I can smell the tasty lunch the cooks have made for us. The screeching whistle blows and all the pupils line up in a super, straight, stunning line. Whirling wind fills me with happiness. Excitement fills the air.

How did we remember?



Remembrance day offers us an important opportunity to remember those who gave their lives in the first and second world wars so that we may be free. This year, we had some important and poignant activities, which brought this important issue to life for the children.

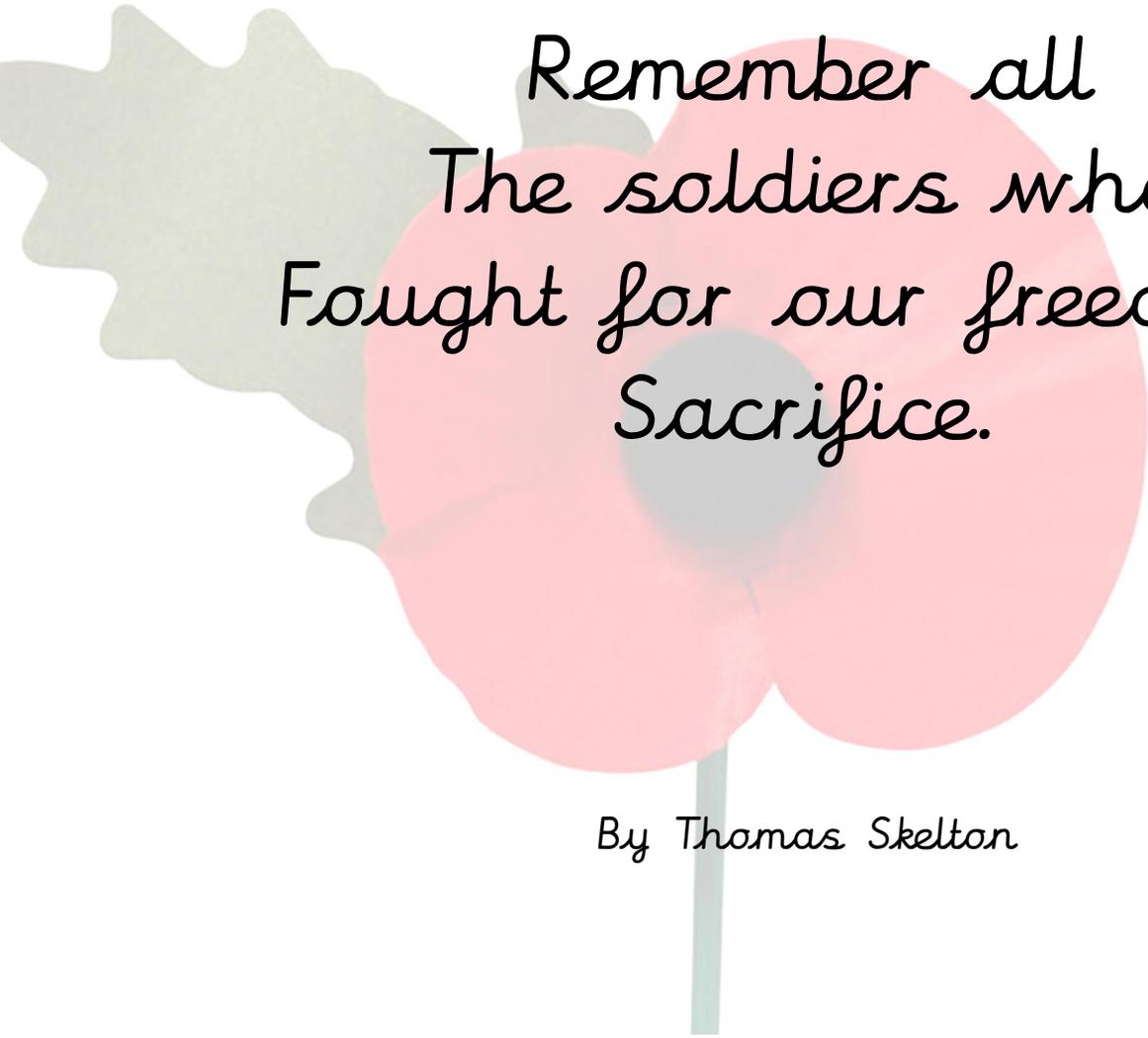
The Chairman of Watford Borough Council requested that four children from our school lay a wreath during the Civic Remembrance ceremony, which took place on Sunday 9th November, in memory of children who lost their lives in the two world wars. This was a huge honour for the school, as we were chosen to represent all schools in Watford. My thanks go to Toby, Tom, Tegan and Matilda who did a wonderful job on behalf of the school.

On Monday 10th November, we watched a live broadcast from the Tower of London as part of their '**Why Remember?**' schools campaign to commemorate the start of the First World War one hundred years ago. The assembly focused on engaging content suitable for schools across the UK and beyond. Highlights included interviews and articles of relevance to remembrance, special guest appearances and was hosted by former Blue Peter presenter, Tim Vincent.

On Tuesday 11th November, we joined together for a Remembrance Day Assembly. This was a poignant occasion, and my thanks go to Tom, Jaylan and Enrique who took an important role in our Assembly.

Rev Ian Pankhurst, Vicar of St Andrews Church, came to take an Assembly on Wednesday and gave the children his thoughts on Remembrance.

All these experiences have enriched the children and staff, and focussed particularly on how to find peaceful solutions to the conflicts that we have, so that peace will affect others and spread across the world.



Remembrance
Remember all
The soldiers who
Fought for our freedom.
Sacrifice.

By Thomas Skelton

When you have concerns...

We value your feedback and are keen to deal proactively with any concerns that arise.

Many of you have told us that you like the new dropping off arrangements in the morning. Daily we observe your children happily coming into school.

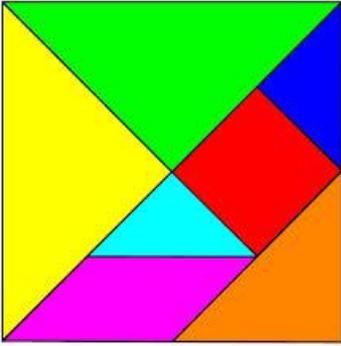
This new arrangement has enabled the school day to start promptly, and Mr Watts and I are privileged to be able to greet each child individually at the beginning of every day.

We are pleased that you know what to do if you have a concern. The Headteacher and Deputy Headteacher are available to speak to each morning, and will pass information and concerns to the Class Teacher or to the school office. All Class Teachers are willing to meet with parents after school, and offer this regularly.

During this three year period of rapid change, we estimate that parental complaints have reduced by 90%.

Many of you have told us that you really value the easy access to the Headteacher, and this remains a very important part of my work in the school.

If you would like to give any feedback about the information that you have received in this report, please contact the school using the following email address: admin@nascotwoodjm.herts.sch.uk or by speaking to Mrs Singh or Mr Watts.



L.O. To identify and name equivalent fractions of a given fraction.

If the small square is worth one, then a small blue triangle is a half.

The small square has a relationship to the small triangle because the square is 2X bigger than the blue triangle.

At first I thought that I would make a number line using decimals like 0.5 but then I thought that I don't know how big the really big square is so it would be difficult to scale my number line.

Then I cut out the shapes and put them on top of the red square to compare it to them.

0.5 = blue triangle

1 = square

1 = parallelogram

2 = big triangle

The entire shape would be worth 8. I know that I am right because if I cut the tangram in half on the diagonal, then both halves are worth the same.

If the large triangle was only worth 1, what would be the value of the other shapes?

small square = half

Parallelogram = half

big triangle = 1

medium triangle = half

small triangle = quarter

I halved all the results. A half of a half is a quarter. I think it will get trickier as I do more.

By Poppy O'Sullivan

