

Underwood Church of England Primary School

Main Road, Underwood, Nottingham, NG16 5GN

Inspection dates 27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress as they move through the school and reach above average standards in reading, writing and mathematics.
- Teaching throughout the school is consistently good, and some is outstanding. Other adults in lessons are highly skilled and make a valuable contribution to pupils' good achievement.
- Pupils' behaviour is outstanding. They are very keen learners and are determined to succeed. Pupils feel very safe in school and show great care and respect for each other.
- School leaders and managers have a good understanding of the strengths of the school and what needs to be improved further. They have brought about improvements in the quality of teaching and pupils' achievement.
- Governors know the school well and are committed to the success of every pupil. They provide effective challenge and support making sure the school continues to improve.
- The school promotes pupils' spiritual, moral, social and cultural development very well.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching.
- Opportunities are not always taken to share the examples of best teaching found in the school and in other schools.
- Sometimes activities provided for pupils in lessons are not well suited to their varying abilities so their progress slows.

Information about this inspection

- Inspectors observed 16 lessons, three of which were seen with the headteacher. In addition, inspectors listened to pupils read.
- Inspectors took account of the 36 responses to Parent View, Ofsted's online questionnaire.
- Meetings were held with a group of pupils, the Chair and members of the Governing Body, the local authority and school leaders.
- Inspectors looked at many documents, including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, Lead inspector

Additional Inspector

Alan Brewerton

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- The vast majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion who are supported at school action plus or with a statement of special educational needs is very low.
- The proportion of pupils who are known to be eligible for the pupil premium (additional government funding to assist certain groups, which in this school applies to pupils who are known to be eligible for free school meals) is below average.
- The school meets the government's current floor standards, which set the minimum national expectations for pupils' attainment and progress.
- The school provides a breakfast club each morning.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and so raise achievement further by:
 - ensuring that pupils are set work that is neither too easy nor too hard so that they can make as much progress as possible
 - sharing the outstanding practice that already exists in the school and in other schools.

Inspection judgements

The achievement of pupils is good

- The majority of children join the school with skills and knowledge below those expected for their age, and a minority have markedly below expected skills in communication and language. The well-resourced surroundings and stimulating activities in Reception help them make rapid progress. They enter Year 1 as confident learners with very positive attitudes to learning.
- Pupils make good progress and by the end of Year 2, their achievement is broadly average and rising in reading, writing and mathematics. Pupils continue to achieve well as they progress through Years 3 to Year 6. Progress is strongest in Year 6, and in 2013 pupils achieved above-average test results. A higher proportion of more-able pupils are exceeding the expected standards for their age this year in reading, writing and mathematics.
- Pupils are skilled in mathematics and enjoy solving practical mathematical problems. Writing is often imaginative and exciting to read. Pupils' handwriting is of a good standard and they take care in presenting their work. Work is neat and spelling, punctuation and grammar are accurate with this year's results expected to be higher than average.
- Pupils did well in the phonics (linking letters and sounds) test at the end of Year 1 last year. The school promotes reading well and older pupils act as lunchtime librarians. Pupils are confident readers and can discuss and give opinions about what they have read.
- Disabled pupils and those who have special educational needs make good progress. This is because teachers and other adults support them well in lessons and provide work and learning materials best suited to their needs.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language make similar progress to other pupils. This is because their learning needs are identified and responded to well, so that they settle quickly.
- Those pupils who are eligible for the pupil premium funding achieve well and make good progress. They benefit from the extra support for learning that the funding provides. The attainment of last year's eligible pupils in Year 6 was less than a term behind their classmates in reading and writing and about a term behind in mathematics. Current data show that the gaps continue to close this year and eligible Year 6 pupils do as well as other pupils.

The quality of teaching is good

- Teaching is consistently good, and some is outstanding. Pupils' workbooks and their progress records confirm this.
- Teachers ensure that activities are interesting and motivating. As a result, pupils develop very positive attitudes to learning. Working with partners helps pupils to challenge one another and share their ideas, such as how to use language effectively or which calculation method would be best to use in a mathematical task.
- The teaching of reading and phonics supports pupils' writing well by improving their spelling and broadening their vocabulary. In guided reading sessions, teachers and other adults skilfully question all pupils to make sure they know what they are doing and how to improve.

- Where progress is not as good as it could be, activities are not always suitable for the needs of the pupils. On some occasions, work is set that is too easy for a few pupils, and on other occasions too hard for others, and this means they do not make the progress they are capable of.
- Well-trained teaching assistants work closely with teachers. They complement learning very successfully, supporting groups and individuals inside and outside the classroom. Their work with those who find learning more difficult is particularly effective.
- The quality of teachers' marking of pupils' work in books is consistently good throughout the school. Pupils are told how well they are doing and the teacher clearly explains what they need to do to improve. Pupils get regular opportunities to check the quality of their own work and that of their classmates.
- Children in the Early Years Foundation Stage are encouraged to make the right choices and to think for themselves early on. They quickly gain high levels of confidence as their literacy skills improve. In a literacy lesson, children made excellent progress sounding out words ending with the letter 'y' and were able quickly to move on to writing out sentences by themselves, such as, 'His feet got mucky.'

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They demonstrate a great appetite for learning. Pupils settle quickly into lessons and listen to teachers and adults attentively. Pupils at all ages take great care to present their work neatly and tidily. Their very positive attitudes are a significant benefit to their learning.
- Pupils show kindness and respect to each other and to adults. All staff show the same level of respect to the pupils. Excellent assemblies and strong links with the local church help ensure that pupils' ability to reflect on the important things in life is especially strong. The overall impact of this consistent approach means that the development of pupils' spiritual, moral and cultural development is outstanding.
- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent understanding of how to keep themselves safe inside and outside school. Records show that bullying or unkind behaviour in any form is rare and always speedily dealt with and pupils confirm that this is the case. Pupils behave extremely well in classrooms, outside and round the school. For example, at lunchtime the hall is full of children eating with impeccable manners.
- Pupils enjoy taking on responsibilities and carry them out eagerly and sensibly, such as leading the whole school 'Cardio Kids' physical exercise sessions. Pupils from different backgrounds enjoy each other's company and play happily together.
- Attendance is above average and the efforts made by senior leaders in promoting regular attendance continue to achieve success.
- Pupils are very proud of their school. The school buildings and grounds are impressively litter-free, bright and filled with stimulating resources. Pupils speak positively about how much they enjoy being a part of the school and this is evident in their smart appearance and very good manners.

- Parents who have responded to the online parent questionnaire (Parent View) are extremely positive about how happy and safe their children feel and about how effectively the school makes sure that they are well behaved. Pupils are cared for exceptionally well in the breakfast club. The provision is very well organised and gives pupils an excellent start to the day.

The leadership and management are good

- The leadership team and the governing body are driving school improvement effectively. The headteacher is committed to ensuring that every pupil achieves his or her potential. All staff share this vision. The school provides a warm and welcoming place where pupils can thrive.
- The headteacher has identified the right priorities, based on an accurate assessment of the school's strengths and weaknesses, demonstrating a good capacity for further improvement. The school ensures that there is no discrimination and actively and successfully promotes the key values of inclusion, respect and tolerance.
- Leaders at all levels have been coached well in how to use data to improve pupils' progress and attainment in each year group. They use this information effectively to identify any underachievement and provide support so that pupils quickly catch up with their classmates. As a result, subject leaders make a good contribution to school development. Effective leadership of the Early Years Foundation Stage ensures that children make rapid progress.
- Systems to check on the quality of teaching and develop teachers' skills are now well established. These are used to ensure there is a close link between pupils' outcomes and the salary progression of teachers. There is a strong link between the targets teachers have and the school development targets. However, the best practice in teaching within the school and in other schools is not always fully shared in order to help staff improve their own teaching further.
- The subjects taught are well planned and develop a love of learning in pupils of all ages and in all classes. For example, pupils use their literacy and numeracy skills effectively when studying interesting and exciting topics such as 'Noah's Ark' and the 'The Iron Man and the Iron Woman'. Educational visits, lunchtime and after-school clubs, such as the choir, drama, cooking and cross-country clubs, help promote pupils' spiritual, moral, social and cultural development very well.
- The primary school sport funding is used well to ensure that all pupils become more physically active. It funds a specialist teacher who takes sports lessons in conjunction with the teachers and also runs lunchtime and after-school-clubs. Competitive sport is promoted with other schools and additional training for staff is improving the quality of physical education lessons.
- The local authority provides appropriately measured support for this good school. It will continue to monitor its performance from a distance.
- **The governance of the school:**
 - Governance is good because the governing body is trained well and fulfils its duties effectively. They carefully monitor the school's finances, including the extra pupil premium funding, and understand how it is helping pupils to achieve better. Governors' regular visits to the school give them a very good understanding of how well teachers are doing through first-hand observations and discussions with staff. They know the strengths and areas for development in the school. Governors have a good understanding of pupils' progress compared to that of other pupils nationally. They are supportive while challenging the school to improve pupils' achievement further. Governors set clear and challenging targets in managing the

performance of the headteacher. They make sure that teachers hit the targets they are set to improve their practice in the classroom before approving any increase in their pay. Governors ensure that safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122746
Local authority	Nottinghamshire
Inspection number	431236

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Andrew Fell
Headteacher	Michael Wilson
Date of previous school inspection	4 February 2009
Telephone number	01773 782868
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