



# Underwood C of E Primary School

Inspection Report

**Unique Reference Number** 122746  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281333  
**Inspection dates** 15 March 2006 to 16 March 2006  
**Reporting inspector** Mr. Paul Weston LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Main Road
<b>School category</b>	Voluntary controlled		NG16 5GN
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01773 782868
<b>Number on roll</b>	148	<b>Fax number</b>	01773 782868
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Hazel Wilsher
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Mel Tatley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 March 2006 - 16 March 2006	<b>Inspection number</b> 281333
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors.

## **Description of the school**

Underwood Primary is a small, growing rural school. The number of pupils claiming free school meals is below average. There are a small number of pupils for whom English is an additional language (EAL) and a small proportion from minority ethnic backgrounds. There is an average number of pupils with learning difficulties. The school has received national awards as an Investor in People in 2005 and the National Healthy School Standard in 2006.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good and improving school, which gives good value for money. There has been good improvement since the last inspection. It has several outstanding features. The inspection confirms the school's view of its overall effectiveness. It is a welcoming school that provides well for its pupils. Personal development and well-being are outstanding. The effective care, guidance and support for pupils result in their very good behaviour, positive attitudes to their work and their enjoyment of learning. There are excellent relationships throughout school and pupils have good opportunities for taking responsibility. The school takes good account of the views of parents and pupils. They hold the school in high regard. One parent said, 'It's a wonderful school'. Another commented, 'My children bring home their teachers' enthusiasm every day!' The headteacher leads the school dynamically. The dedicated and effective team works hard to provide a high quality education for pupils. There is an energy, enthusiasm and capability amongst the headteacher and all staff to drive the school forward. The school has a good capacity to improve. Pupils make a good start in the Foundation Stage where most make good progress. Standards at the start of Year 1 are above average in all areas, except writing, which is average. By the end of Year 2, standards are above average in reading, writing and mathematics. By Year 6, standards overall are above average. The school knows its strengths and weaknesses well. The school recognises that the next steps are to further continue developing the curriculum and increase opportunities to use information and communication technology (ICT).

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

- Continue to develop further appropriate links between subjects so that the curriculum is even more enjoyable and interesting for pupils. - Develop ICT further by increasing opportunities to use it in all subjects to enhance learning and increase skills of independence.

## **Achievement and standards**

### **Grade: 2**

Pupils start school with standards that are broadly average for their age, except in communication, language and literacy, where they are below average. From the outset in the Foundation Stage, the quality of teaching is good. Pupils' needs are well met, they enjoy school and, as a result, they make good progress in all areas. From these firm foundations, pupils continue to make good progress to reach above average standards by the end of Key Stages 1 and 2. Standards in national tests at the end of Key Stage 2 have been consistently above average in recent years and are rising more quickly than in most schools. This is confirmed by the quality of work seen in lessons and in pupils' books. There is little difference between standards in English, mathematics or science. There are no significant differences in the progress of boys and girls. Learners with difficulties and pupils whose home language is not English are well supported and enabled to achieve well. The school sets challenging but realistic

targets for attainment based on a very good knowledge of the individual. In most cases, pupils successfully reach these.

## **Personal development and well-being**

### **Grade: 1**

The personal development and well-being of pupils are outstanding. Pupils feel valued and secure, enjoy positive relationships and have very good self-esteem. They know what is expected of them and behave very well. Pupils are proud of their school, which they say they enjoy a great deal. As one child said, 'I love coming every day because I want to learn.' Not surprisingly, their attendance is very good. Their attitudes to learning are overwhelmingly positive. Pupils work together amicably and co-operatively on shared tasks, willingly undertake responsibilities and enjoy each other's company throughout the day. For example, older pupils act as 'book buddies' to the youngest pupils. The work done on promoting pupils' safety is outstanding. For example, it includes teaching them how to avoid injury and about the harmful effects of drugs and smoking. A very good range of initiatives helps to promote a healthy lifestyle. For example, a school governor works with pupils throughout the school to consider healthy eating options by designing and making fruit salads. Many pupils enjoy a freshly prepared, nutritious meal cooked in the recently refurbished school kitchen. Excellent provision is made for physical exercise. Pupils' spiritual, moral, social and cultural development is outstanding, fostered by the school's Christian ethos. Pupils respond very well to the wide range of opportunities to learn about and contribute to the local and wider community. The school's very successful school council effectively helps pupils to make a positive contribution to school life. All display a strong sense of caring for others and enjoy fund-raising and working with the community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good and this confirms the school's own view. All teachers work hard to plan stimulating lessons so that pupils enjoy their learning. Throughout the school, positive relationships, good classroom management skills and good knowledge of the pupils contribute to their success. The strengths in the teaching include: thorough planning that is well matched to learners' needs; consistently high expectations of behaviour and work habits; clear explanations; skilful questioning; and an emphasis on pupils' involvement. These strategies enable pupils to achieve well. Where teaching is satisfactory, there is an over-reliance on worksheets, which restricts opportunities and challenge. Pupils work effectively in groups and independently and make positive contributions to lessons. Teaching assistants provide very good support for pupils, including those with particular learning difficulties. The most capable pupils are challenged effectively and this enables them to do well. Assessment procedures are good. Teachers use effective tracking and target setting systems in English and

mathematics. Most pupils know their targets and are guided to improve by helpful marking.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, with some outstanding features. Statutory requirements are met well. The curriculum is planned thoroughly and meets the needs of all pupils effectively. The school is making learning more enjoyable and interesting for pupils by linking work between subjects. The ICT curriculum has improved considerably since the last inspection. All pupils have lessons in ICT and they are making increasingly good use of ICT in other subjects. However, the school knows there is still work to do in realising the benefits that ICT can bring to other subjects and to further develop pupils' skills of independence. The curriculum is enriched very well through a wealth of visits, visitors and themed events to support pupils' learning. For example, older pupils thoroughly enjoyed their recent 'time travel' to Southwell Minster. The range of after-school clubs is outstanding and makes a valuable contribution to pupils learning new skills through sporting, music and drama activities. Pupils have very good opportunities to participate in competitive sports with other schools. Good links have been developed with local schools to enhance the curriculum and share good practice.

## **Care, guidance and support**

### **Grade: 1**

The school is a caring community where everyone matters. The quality of care, guidance and support is outstanding. Arrangements for the safeguarding of pupils, including child protection procedures, are robust and meticulously reviewed. Pupils say that it is easy to talk to staff if they have any problems and that they are very well looked after. The highly committed staff know the pupils very well. They gather information sensitively and use it effectively to provide support and guidance for pupils' personal as well as academic development. In addition, the school's good assessment and tracking arrangements ensure that pupils' individual learning needs, including for those with learning difficulties, are accurately identified and met. The school works well with parents and external agencies to ensure that all pupils make good progress. Instances of bullying are very rare indeed, and are dealt with very promptly and effectively by the staff. The out-of-school club is an outstanding feature of care. Many pupils who attend start the day with a healthy breakfast and are well cared for at the beginning and the end of the school day.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good, with outstanding features. The energetic and enthusiastic headteacher has a clear vision and gives a strong sense of direction, with a well-articulated focus on raising standards and on promoting the care and well-being of pupils. She is well supported by her deputy and subject leaders,

who have an accurate understanding of the strengths and areas for improvement. Good improvements have been made since the last inspection. The school is well managed and runs smoothly, enabling teachers to focus on pupils' learning. The school makes good use of all of its resources, including staff, who are deployed effectively. There are clear procedures to involve all staff and governors in evaluating the work of the school. Information from analysis and reviews is used well by the headteacher and subject leaders to establish sensible priorities and target improvement. These are included appropriately in the school improvement plan. Subject leaders fulfil their roles well by using a range of strategies to check what is happening in classes. In addition, they provide good curriculum and planning support for colleagues. Subject leaders need to continue working together, to plan interesting and stimulating ways of linking subjects and ICT together, in order to motivate and challenge pupils and raise standards further. Parents' views are regularly taken into account and they hold the school in high regard. Governors are committed to the school and support it well. Their awareness of their responsibility to hold it to account is good and they play a full role in support of the school. They have a good understanding of its strengths and areas for improvement and this is enhanced by regular classroom visits to see the school in action. The governing body ensures that all legal requirements are met. The school is well placed to move forward. It knows it needs to manage the changes brought about by the increase in pupil numbers and the forthcoming retirement of long serving and well respected staff, to ensure the qualities and strengths already evident are built upon and not diminished. It gives good value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

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

Thank you for letting me visit your school. I enjoyed talking with you, watching you learn and looking at your work. I thought you would like to hear what I thought was good about your school and how it could get even better. What is good about your school: - You are friendly and confident, and happy to talk about what you are doing. - You behave very well in lessons and enjoy what you do, especially when you are working together or have practical activities to do. - You have some good ideas about how the school can improve. - Your headteacher and other grown-ups working in the school look after you and make sure that everyone behaves well and is happy. This helps you get on in lessons. - Your teachers and teaching assistants work hard to make their teaching even better, and to get it right for each one of you. - Your parents like the school and feel you learn well. What I have asked your school to do to make it even better: - Your teachers should continue to find interesting ways to link subjects together to make your work more stimulating, enjoyable and challenging. - Your teachers should continue to provide you with more opportunities to use ICT in other subjects to increase your confidence and independence. I feel certain that everyone at the school will continue to work hard to help you learn in the future. Good luck.