

Over Primary School

Inspection report

Unique Reference Number	110616
Local Authority	CAMBRIDGESHIRE LA
Inspection number	310363
Inspection dates	20–21 November 2007
Reporting inspector	Declan McCarthy

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	257
Appropriate authority	The governing body
Chair	Rev Malcolm Raby
Headteacher	Mrs Celia Greenaway
Date of previous school inspection	3 June 2003
School address	Long Furlong Over Cambridge CB24 5PG
Telephone number	01954 273332
Fax number	01954 273334

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

Over Primary is an average size school that mainly serves the large village of Over. Attainment on entry is generally above average but varies slightly from year to year. Currently, attainment on entry to Reception is above the national expectations for most but not all of the children. The proportion of pupils with learning difficulties or disabilities, including those with a statement of special educational need is below average and a few pupils are eligible for free school meals. Most pupils are White British with a small proportion from minority ethnic groups. The school has achieved the Football Charter Standards award and the Activemark award

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school is aptly described by a parent as 'An environment that is fun, challenging and conducive to good learning without the children realising it'. Some aspects of the school's work are outstanding. The exceptional leadership of the headteacher has led to a strong drive for improvement and the creation of effective leadership and management throughout the school. This in turn has led to a good curriculum, good teaching and learning and high quality care, guidance and support. Consequently high standards have been maintained, pupils are achieving well and their personal development and behaviour are outstanding.

Teachers set high expectations for learning and use assessment effectively to set challenging targets and extend learning in lessons. This ensures that pupils reach high standards and make good progress throughout the school. Standards have been rising steadily and have been consistently high in recent years. However, the proportion of more able pupils who reached the higher standards in mathematics was a little lower than English and science because the recently revised mathematics curriculum has not yet had full impact on standards.

Another parent said 'We feel lucky that a school with such richness is on our doorstep.' Pupils love coming to school to engage in learning and all the school has to offer. This is very evident in the high levels of concentration seen in lessons, pupils' good attendance and their eagerness to participate in the excellent opportunities for enrichment such as extra music and after-school clubs. The strong focus on healthy eating and excellent levels of participation in sport ensure that pupils stay extremely healthy and fit. The good emphasis on the development of basic skills of literacy and numeracy prepares pupils effectively for their future economic well being. Pupils make outstanding contributions to the community, by assuming wide-ranging responsibilities in school, engaging in many fundraising activities and in their excellent relationships and consideration for others.

The deputy headteacher, senior managers, governors and some subject leaders are providing good support for the headteacher by leading and managing their responsibilities effectively. However, the monitoring role of subject leaders is not consistently rigorous enough in all curriculum areas. As a result opportunities for extending learning are occasionally missed. The school's good improvement since its last inspection demonstrates its good capacity for further improvement and good value for money.

Effectiveness of the Foundation Stage

Grade: 2

The overall effectiveness of the Foundation Stage is good. Every child is treated as special and these very young children prosper under the calm and watchful guidance of the teacher and staff. Behaviour in the Foundation Stage is very good. Children are actively encouraged to behave well and are taught the skills they need to relate successfully to peers and adults. Children's learning is enhanced by good use of computers and interactive white boards, which motivate children and improve their skills and independence. Children enter the Reception class from a number of different settings and achieve well from their starting points and leave well placed to begin their future education. The school is aware of the need to sharpen assessment procedures further in order to have a clearer picture of the progress children make by the end of Reception.

What the school should do to improve further

- Ensure that all more able pupils reach similarly high standards in mathematics to those they achieve in English and science.
- Ensure that all subject leaders consistently and rigorously monitor their subjects across the school

Achievement and standards

Grade: 2

Standards in English, mathematics and science have been consistently high and have risen steadily in recent years. This represents good achievement relative to pupils' starting points. In 2007, pupils in Year 6 reached standards in English and science which were well above average. Although above average, the standards reached in mathematics were not as high because recent changes to the mathematics curriculum have not yet fully impacted on standards. Nevertheless, the school is on course to narrow the gap between the larger proportion of higher levels which more able pupils reach in science compared to mathematics this year. Results in the 2007 national tests for pupils in Year 2 were above the national average, and in reading they were well above average. Currently pupils at Key Stage 1 are reaching standards that are well above the national average in reading writing and mathematics.

Pupils at Keys Stages 1 and 2 make good progress because teachers make good use of assessment in lessons, they mark pupils' work so that the pupils know how to improve and they set challenging targets for learning. Individual pupils are reaching high standards in sport and musical performance because there are outstanding opportunities to enrich their learning in these areas.

Personal development and well-being

Grade: 1

The personal development of pupils is excellent and their behaviour is exemplary. Pupils form very good relationships with peers and adults and their mature attitudes and responsible behaviour pervade the school. Children have a sustained and positive involvement in both the local and school community including organising fund raising events and giving concerts. Learners enjoy school immensely and are very appreciative of all that it offers them including good teaching and an inspiring curriculum. Pupils want to come to school and their good attendance is a reflection of their excellent enjoyment of learning. Pupils feel very safe and secure and adopt safe practices. Although there are very few incidents of racism or bullying children feel confident that they will be sorted out effectively. Pupils understand the importance of a good diet and physical activity and they adopt healthy lifestyles extremely well. They appreciate having a voice in decision making through the school council and work effectively together, making an excellent contribution to their community.

Quality of provision

Teaching and learning

Grade: 2

Good teaching permeates throughout the school, so that all pupils including those with learning difficulties or disabilities learn effectively and make good progress. Teachers make good use of questioning to elicit answers from pupils which challenge and extend their learning in lessons.

Pupils show respect for teachers, listen carefully in lessons, follow instructions and enjoy their learning very much because staff have excellent relationships with them. Lessons nearly always proceed briskly so that pupils acquire new knowledge and skills quickly. Teaching assistants provide good support for pupils with learning difficulties or disabilities so that they make good progress. Pupils know what they should achieve by the end of the lesson. Although staff make good use of learning resources including information and communication technology (ICT), pupils have too few opportunities for using interactive white boards to support learning. Pupils know how well they have done and what they need to do to improve their work from the good quality marking. Teachers make good use of assessment information to set targets for pupils and to plan lessons effectively, so that tasks are generally matched to different abilities.

Curriculum and other activities

Grade: 2

Pupils are presented with a rich and varied range of experiences that makes learning interesting and enjoyable. It ensures they develop into confident and highly motivated young learners. 'Shakespeare is fun!' enthused a child in Year 6 and everyone agreed. Some outstanding features of the curriculum include the exceptional programme of extra-curricular activities and the high priority given to physical education, music and the arts. Each of these demonstrates the school's commitment to promoting pupils' all-round development. Numerous visits and visitors, themed events such as book week and science week and regular performances add considerably to the richness of the curriculum. Recent re-structuring has led to more systematic links being planned between subjects. These make learning more purposeful and relevant and effectively support the school's focus on developing the basic skills of literacy, numeracy and ICT. However, there has not yet been enough time for these, and the changes to the mathematics and literacy curricula, to have the desired effect of raising standards further, particularly in mathematics.

Care, guidance and support

Grade: 1

The school has a high regard for pupils' welfare and safety, which impacts most positively on their personal development and well-being. Procedures for safeguarding and protecting pupils are fully in place and pupils know who to go to if they have a problem. As a result, they feel extremely safe in school. The overall level of personal care for pupils is extremely high and they are encouraged to be very healthy and active. Good academic guidance given to pupils ensures they make at least good progress. They reach challenging targets and are well informed about their progress through discussion and constructive marking. This shows them how well they have done and what they must do to improve their work. In this way pupils are motivated and involved in their own learning journey.

Leadership and management

Grade: 2

The excellent leadership and management of the headteacher has led to good improvements in teaching, the curriculum and assessment. The deputy headteacher and senior managers support the headteacher well and are effective in leading the development of the curriculum and assessment. Although some subject leaders are monitoring and developing their subjects effectively, others are not and the school rightly recognises the need to ensure that the coordination of all subjects is consistent and rigorous across the school. Governors provide

good support and are effective in holding the staff to account for the school's work. They regularly visit the school and some have had a considerable impact on facilitating improvements in subjects such as science and ICT. Partnerships with parents, other schools and the local community, are outstanding. The school accurately and effectively evaluates its work and uses this information well to identify the right priorities for improvement.

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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?	1
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 ¹ 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	1
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	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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?	1

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

26 November 2007

Dear Pupils

Inspection of Over Primary school, Over, CB24 5PG

Thank you for being so helpful and friendly to us when we visited your school. You told us how much you love your school and we agree that Over is a good school and feels like a big family. We enjoyed seeing how well you were learning in lessons and I particularly enjoyed hearing you all sing so well in assembly. Here are some of the things we thought were particularly good about your school.

- You are making good progress in your learning.
- You try your best in lessons and your behaviour is extremely good.
- Teaching is good and you told us that teachers help you when you get stuck. We saw this often and thought that they marked your work well too.
- All the staff look after you extremely well.
- The school is managed and led well.

Here are the things that we think will make your school even better. I have asked your school to:

- make sure more able pupils do as well in mathematics as they do in science and English
- make sure that your teachers who are responsible for a subject visit different classrooms to check how well you are doing in those different subjects.

You can help too by keeping doing your best

Declan McCarthy

Lead inspector