

Over Primary School

Long Furlong, Over, Cambridge, CB24 5PG

Inspection dates 20–21 March 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Good leadership and strong teamwork from all staff have ensured that teaching is good across the school, despite many recent changes in staffing.
- Achievement is good throughout the school and all groups of pupils make good progress, regardless of their ability or background.
- Teachers are very successful in engaging pupils' interest and fully involving them in lessons, particularly by giving them excellent opportunities to discuss their ideas together.
- In many lessons, there is a fast pace to learning, teachers keep a careful eye on everyone's progress, and give different pupils work at just the right level for them.
- In most lessons, teachers explain things clearly to pupils, often demonstrating to them just what they are required to do.
- The marking of pupils' written work is good.
- Pupils behave well and feel safe in school. They have excellent relationships with each other and with staff, and develop outstanding collaborative skills which contribute strongly to their learning.
- Pupils greatly enjoy learning and the social aspects of school, and this is reflected in their high rates of attendance.
- The provision for pupils' spiritual, moral, social and cultural development is good.

It is not yet an outstanding school because

- There are inconsistencies in teaching, so that progress in most lessons is good rather than outstanding. Elements of teaching which are strong in many lessons are not always present in a minority.
- The outdoor facilities for the Reception classes are limited. Although staff make good use of what is available, the youngest children do not have enough chances to decide when to play and learn outside.

Information about this inspection

- Inspectors observed substantial parts of 17 lessons, three of these as joint observations with the headteacher. An extra visit was made to observe learning and provision throughout the Early Years Foundation Stage.
- Inspectors met formally with three groups of pupils, and chatted informally to others. They met with various members of staff and with four representatives of the governing body. Discussions were held with the school improvement partner, and with an adviser from the local authority. Inspectors also met those members of staff whose lessons were observed, to discuss their teaching.
- The team scrutinised work in pupils' books, and listened to pupils in Year 1 and Year 6 reading.
- A variety of documentation was analysed, including data about pupils' progress, anonymous paperwork showing how staff performance is managed, and the schools' analysis of its own performance and its plans for the future. The school's systems and procedures for ensuring that pupils are kept safe were analysed.
- The team took account of 69 replies to the online questionnaire (Parent View) as well as surveys of parental views undertaken by the governing body in the last two years.
- Inspectors observed pupils at break times, lunch times, in an assembly and around the school.

Inspection team

Steven Hill, Lead inspector

Additional Inspector

Matthew Klimcke

Additional Inspector

Margaret Louisy

Additional Inspector

Full report

Information about this school

- The school is above average in size for a primary school, and the number on roll has increased recently.
- The large majority of pupils are White British, with a few from a range of other ethnic heritages. Hardly any pupils speak English as an additional language.
- The proportion of pupils eligible for funding from the pupil premium is lower than in most schools. (This is extra funding provided for pupils who are known to be eligible for free school meals, who are looked after by the local authority, or who come from armed-forces families.)
- The proportion of disabled pupils and those with special educational needs who are supported at school action is average. The proportion supported at school action plus, or who have statements of special educational needs, is low.
- The school meets current government floor targets, which are minimum expectations set for pupils' attainment and progress.
- A new headteacher was appointed in September 2012. There have been large a number of other new staff appointed recently, partly because the increase in the school roll and the formation of two extra classes.

What does the school need to do to improve further?

- Improve the consistency of teaching so more is outstanding and none requires improvement by ensuring:
 - all lessons have a good pace to learning throughout
 - teachers always explain clearly to pupils what they are required to do and, where appropriate, show them
 - teachers keep an eye on the progress of different groups during all lessons so that they can intervene if some pupils are not making all the progress they are capable of
 - work planned for different groups is always at the right level for them, so they neither find it too easy nor too hard.
- Improve the outdoor provision for children in the Reception classes so they have more opportunities to decide for themselves when to learn and play outside.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception classes with skills that are broadly in line with those expected for their age, although this varies from year to year and between individuals. They make good progress to reach above-average attainment by the time they go into Year 1.
- Progress continues to be good in the rest of the school. Overall standards at the end of Year 6 have been significantly above average for several years.
- All groups of pupils make good progress and achieve well in English and mathematics. Boys and girls, and pupils from different ethnic backgrounds, all do as well as each other. Pupils also make good progress in information and communication technology, and have good skills by the end of Year 6. In a few lessons, progress needs improvement when more-able pupils are not challenged by the work set, or some pupils struggle because they find tasks too difficult.
- Disabled pupils and those with special educational needs make the same good progress as their classmates. They are given tasks that are carefully adapted to their needs, are provided with good support from adults when required, but are still challenged to ensure they do the best they can.
- The gap, between the attainment of pupils who are entitled to pupil premium funding and that of their classmates, has narrowed considerably over this year. A tight focus on these pupils' needs by all staff has improved their progress. These pupils are now, overall, lagging behind their classmates by the equivalent of about six months. This is much less than the shortfall last year, and is slightly better than the gap, of about two terms, seen nationally.
- Pupils' achieve good skills in reading from an early age. They use their good skills in phonics (how the sounds in words relate to how they are written) to read unfamiliar words, and to spell and write independently very effectively in a range of subjects.
- Good reading skills strongly supported the excellent progress made by pupils in Years 5 and 6, for example, when they carefully followed complex written instructions to help them to use a new program on the computer.

The quality of teaching is good

- Teaching in most lessons is good, with a minority that requires improvement, and an increasing proportion that is outstanding. A group of Year 6 pupils agreed, in conversation, that one of the best things about the school was 'the teachers'.
- Strengths of virtually all lessons are the positive relationships with pupils and the high expectations teachers have of pupils' work and conduct. These ensure that pupils behave well, are keen to work hard and try their best.
- Teachers routinely prepare different tasks for pupils of different abilities. In most lessons, this is done accurately so pupils undertake work that is challenging but manageable. This is a major factor in the good progress made in English and mathematics. The teaching of disabled pupils and those who have special educational needs is good. Occasionally, the work is a little too hard for some pupils, or the more-able pupils are expected to complete the same tasks as everyone

else before moving on to work that challenges them sufficiently.

- The marking of pupils' books is of good quality. Pupils are told clearly what they have done well, and what is in need of improvement. They are frequently given extra tasks to do that give them extra practice where they have struggled or challenge them to extend their understanding where they have been successful.
- Teachers provide many opportunities for pupils to discuss their ideas together. This strongly supports their learning and their full involvement in lessons. In a science lesson, for example, groups of pupils animatedly discussed how they could test the sound-insulation properties of various materials, before agreeing a strategy and working together very effectively to put it into practice. They made excellent progress in their scientific understanding as a result.
- Teachers generally monitor pupils' progress in lessons well. They ensure that any misconceptions are addressed quickly, and continually challenge pupils to think through their ideas and to refine their work. In a few lessons, this process is not systematic enough, so that a few pupils who are confused lose concentration and do not make the progress they should.
- The fast pace teachers generally build into lessons usually ensures that a lot is covered in a short time. Their use of practical activities, the sense of urgency they promote and the interesting activities they provide gain pupils' involvement and enthusiasm, and learning is good. Occasionally, teachers allow pupils to take too long over simple tasks, so that learning slows.
- Teachers make good use of electronic whiteboards to enhance their explanations. They often 'model' what they want pupils to do, showing them how to do a particular task, and sometimes modelling 'mistakes' so that pupils are aware of common pitfalls, and avoid them themselves. In a few lessons, explanations are not clear enough, so pupils are confused or make avoidable mistakes.

The behaviour and safety of pupils are good

- Pupils are enthusiastic learners, concentrate well in class and cooperate extremely effectively when working together. Their attendance is above average, and they are keen to do well and take a pride in what they accomplish.
- Behaviour is good in class and around the school, and is often outstanding in the oldest classes. The occasional lapses in concentration by a few pupils, and the odd episodes of silly behaviour, are quickly and firmly dealt with by adults, so that learning does not suffer for the majority.
- Pupils are caring and considerate to each other. This was illustrated by the concern shown by an older boy for a younger girl who had been hit by a ball in the playground. Seeing her distress, he tried to comfort her himself and then led her gently to one of the supervising adults to look after.
- Pupils undertake a variety of jobs around the school willingly and conscientiously. The pupils in Year 6, for example, enjoy the help they provide to their 'buddies' in Reception. They treat them kindly and show great patience, talking and playing with them even if, as one pupil commented, occasionally, they would rather be playing with their contemporaries.
- Pupils have a good understanding of different kinds of bullying and are confident that any issues that might arise will be dealt with well. They say such incidents are rare, and a group of Year 6

pupils struggled to recall any incidents this year. The school's records and the views of parents confirm this overall picture.

- Pupils feel safe in school and can explain why. They have a good understanding of different ways they can contribute to their own safety and that of others.

The leadership and management are good

- The new headteacher has maintained the school's strengths despite changes to staffing and the extra classes started. With the good support of senior leaders and the governing body, he has ensured that staff continue to work as a team that is tightly focused on good quality teaching and improving progress for every pupil.
 - Good use is made of the regular assessment of pupils' attainments to ensure that any pupils who are in danger of underachievement are identified and given the extra help and support to ensure they progress well.
 - Leaders' sharp focus on improving teaching is backed up by good systems to evaluate individual teachers' performance and to set targets based, in part, on the progress of pupils they teach. Good opportunities for professional development and training help them meet these targets.
 - This year the school has made supporting the progress of pupils entitled to pupil premium funding a priority, and this element is included specifically in each teacher's personal targets. This has been successful and has raised standards for these pupils. The funding has been spent well on providing carefully judged academic and personal support that has been directly linked to the needs and abilities of each eligible pupil. This is a good illustration of the school's effective emphasis on providing equality of opportunity and eliminating discrimination.
 - The local authority has provided good 'light touch' support to the school, which has been appropriate in the light of its academic success. The encouragement of links with other local schools has been effective, and the school has worked well with this 'cluster' of schools to enhance training opportunities and to share good practice.
 - The school provides a good quality curriculum, which enthuses pupils, helps them achieve well, and strongly supports their personal development. Children in the Reception get a good start to their full-time education. However, there is only limited dedicated space and equipment for these children in the outside area. Staff take every opportunity to use what is available, and provide extra opportunities to take pupils outdoors, for physical education lessons, for example. However, the physical limitations of space mean that staff are not able to give pupils enough opportunities to decide for themselves when they want to learn outdoors. Senior staff and governors are considering how this can be addressed as funds become available.
- **The governance of the school:**
- Governors have a good understanding of the strengths and weaknesses of the school, enhanced by a good understanding of data about pupils' progress, and of the quality of teaching. Governors have a secure knowledge of performance management systems and ensure that these are used to improve the quality of teaching and to reward good teachers. A suitably strong emphasis is given to safeguarding pupils and child protection, and procedures meet current requirements.

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	110616
Local authority	Cambridgeshire
Inspection number	403125

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 of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Simon Gentry
Headteacher	Mike Fish
Date of previous school inspection	20 November 2007
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