

# Haig Primary School

## Inspection report

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<b>Unique Reference Number</b>	132405
<b>Local Authority</b>	Service Children's Education
<b>Inspection number</b>	354132
<b>Inspection dates</b>	22-23 September 2010
<b>Reporting inspector</b>	Christine Jones HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 - 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	498
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Lt Colonel Law
<b>Headteacher</b>	Mr K Everett
<b>Date of previous school inspection</b>	24-25 April 2007
<b>School address</b>	Mansergh Barracks Gutersloh BFPO 113 HA4 6DQ
<b>Telephone number</b>	0049 5241843840
<b>Fax number</b>	0049 5241842314
<b>Email address</b>	<a href="mailto:Sce.haig@scschoools.com">Sce.haig@scschoools.com</a>

<b>Age group</b>	3 - 11
<b>Inspection date(s)</b>	Error! Reference source not found. Error! Reference source not found.
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## Introduction

This inspection was carried out by 3 of Her Majesty's Inspectors. The inspectors visited 20 lessons, saw 19 teachers and held meetings with a governor, members of staff and groups of students. They observed the school's work, and looked at a range of evidence including the school's self-evaluation and development plans, information about students' performance and questionnaires completed by staff, students and 92 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Achievement in mathematics in Key Stages 1 and 2 to determine if teaching is sufficiently challenging and effective in raising standards.
- The impact of recent initiatives on improving the quality and use of assessment.
- How well provision in the Early Years Foundation Stage meets the needs of the children.
- The success of leaders and managers at all levels in driving and securing improvements in the quality of education.

## Information about the school

Haig is a large primary school serving a military community. Many pupils have a parent or parents who are frequently absent from home while serving elsewhere. Many pupils leave or join the school at different times as their parents receive new postings. Children are able to start in the Early Years Foundation Stage from the age of three but few pupils stay in the school to the end of Year 6. Almost all pupils live some distance away. The large majority of pupils are of White British origin, with almost a quarter coming from other ethnic groups, mostly from Commonwealth countries. The proportion of pupils with special educational needs and/or disabilities including those with statements of specific need is above that found in similar schools.

The new headteacher has been in post for eighteen months and has been joined by 2 new deputy headteachers.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Haig Primary is a satisfactory and improving school as the actions taken to improve learning are beginning to have an impact. Children are given a good start to their learning in the first year of the Early Years Foundation Stage. When children join their skills are usually below those expected for their age. They make good progress in this year and achieve well. In subsequent years progress is not as rapid and achievement is satisfactory. Most pupils make satisfactory progress and reach standards that are average overall. In key stages 1 and 2 standards in reading and writing are just above average and in mathematics just below. Standards are higher in English than in mathematics where girls in particular do not perform as well as they could and their achievement is consistently lower than it should be. Pupils with special educational needs and/or disabilities make satisfactory progress because of appropriate individual support. This comes about through planning that incorporates intervention programmes including support from other partners and external agencies such as speech therapists.

Pupils are happy and feel safe and well cared for. Attendance is broadly average and behaviour in and around the school is satisfactory. In lessons pupils are sometimes too easily distracted and do not always take responsibility for their own learning. Pupils are aware of the main requirements of living a healthy life although their understanding is not secure enough for them to make appropriate choices for themselves. Teachers know their pupils well and the positive relationship between staff and pupils contributes to promoting pupils' positive attitudes to learning and their personal development and well-being. The school works closely with parents and carers to help pupils, including those who speak little English, to settle quickly and happily into school. Routines for helping the many new pupils who start at different times are well established and they soon become familiar with the school and their new classmates.

Teaching is satisfactory and while the proportion of good or better lessons is increasing, inconsistencies remain and this slows pupils' progress. In some lessons, learning is not always as effective as it should be because pupils are not kept on task and too much learning time is lost. Work books are marked regularly but pupils do not always receive clear guidance on the standard of their work and how this can be improved. New assessment and tracking systems are successful in giving an overview of pupils' performance. This information is not always used effectively to design lessons that meet the needs of individual pupils. The satisfactory curriculum is enhanced by extra-curricular activities, lots of of which are provided at lunchtimes as many pupils are taken home by bus promptly at the end of the day.

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Leadership and management are satisfactory overall. Senior leaders provide clear direction and their monitoring and evaluation of the work of the school provides an accurate view of its strengths and areas for development. Their work is not yet supported effectively by middle leaders as this team is not complete and most of those that are in post are new to their roles. Subject leaders and governors are not yet systematically involved in keeping the work of the school under review. As these issues are being addressed and recent initiatives to improve learning are enhancing pupil's progress then capacity for further improvement is satisfactory.

## **What does the school need to do to improve further?**

- Raise achievement especially in mathematics by
  - increasing the proportion of good and outstanding teaching
  - using assessment information to plan work that challenges all pupils, especially girls, to achieve their best
  - giving pupils clear feedback on the standard of their work and what they need to do to improve
- Engage all pupils fully with their learning by
  - ensuring high expectations of behaviour are established and maintained
  - improving opportunities for pupils to take greater responsibility for their own learning
- Strengthen the role of the middle leadership team in raising achievement and improving the quality of education provided by the school

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Outcomes for individuals and groups of pupils**

**3**

In lessons observed during the inspection pupils made satisfactory progress overall. They were well motivated by the ideas and resources presented and were keen to please their teachers and other adults. For example, Year 5 pupils were enjoying knitting lessons as part of their topic on World War 2 although not all were successful! Achievement and progress are starting to improve particularly where lessons are engaging and fast paced and, as a result, pupils enjoy learning. Pupils work well and respond to teachers' questions, particularly where these really probe their thinking and understanding. Pupils, especially younger ones, who arrive at the school with no English language skills are well supported and make rapid progress. Pupils with special educational needs and/or disabilities especially speech, language and communication difficulties make satisfactory progress as they are supported well by both school and external agencies.

Pupils are very positive about their life in school. They feel secure and appreciated as

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they know that all staff look after them as individuals. In questionnaires and discussions pupils acknowledged that behaviour is satisfactory although they do have some concerns about bullying. However, they were confident that such instances are dealt with effectively. The development of basic skills is a priority for the school and close links with the local military and German communities bring pupils into contact with the world of work. Pupils have good social skills and are very welcoming to the new members of the school community when they arrive. Spiritual values are explored during assemblies and local padres of different faiths are often involved in the school's work. Pupils' understanding of the contribution they can make to the national and global communities is less developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Many pupils start school at different times of the year and very few pupils stay in the school for all of their primary education. All staff and pupils go out of their way to be welcoming and teachers are very aware of the need to help new pupils to settle in as quickly as possible. In good lessons teaching and learning plans are detailed with clear objectives that are shared with all pupils and referred to during the teaching session. Teaching proceeds at a fast pace and pupils are given opportunities to share their work and ideas with each other. Information from assessment is not used well enough to focus on outcomes for individual pupils. In some lessons pupils who are more able miss out where attention is focused on the less able ones. Some teachers

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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do not give their pupils enough opportunities to work as independent learners and take responsibility for their own learning. Pupils have a personal development and a writing target in their target books and these are reviewed regularly. The school is working hard to develop a curriculum which is relevant to the pupils' interests. Appropriate themes are used to engage pupils' interest across different subjects as well as developing their learning skills. Creative planning ensures good use is made of local opportunities, both German and military, to enhance the curriculum.

Staff have satisfactory awareness of child protection matters and risk assessment procedures. Leaders ensure that procedures to safeguard pupils are prioritised and the welfare of pupils is monitored carefully. Those who are vulnerable or at risk are identified effectively and given good support by the school and with external agencies such as speech therapists. Transitions to and from other schools are managed well and the school is vigilant in gaining access to information when pupils arrive from different schools often, without warning. Parents appreciate these arrangements and some commented that their children settled into their new school 'easily and happily'.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Guided by the headteacher, senior leaders have a good understanding of areas where the school needs to improve. Recent actions put in place to raise achievement are building an overall trend of improvement. This is well supported by a robust system to monitor quality and check on the effectiveness of teaching that gives a decisive view of what is needed to raise expectations among staff and pupils. The development of a common sense of purpose and shared vision that focuses on improving the quality of teaching and raising achievement is hampered by the incomplete and inexperienced middle leadership team. Similarly, members of the School Governance Committee (SGC) are often inexperienced or unable to attend meetings regularly. While they are supportive of the school and well informed about the impact of improvement plans, they are not active in setting priorities for improvement. At the time of the inspection all safeguarding requirements were met satisfactorily. The school's contribution to community cohesion works well at local level. Pupils are warm and friendly to each other. They have a good knowledge of, and understanding about, the main world religions. The school is not yet capitalising

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on pupils' differing educational experiences and cultural backgrounds and consequently pupils' understanding of the diverse nature of life in Britain is underdeveloped.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>

## Early Years Foundation Stage

Three-year-old children start in Foundation Stage 1 (Nursery) with skills, knowledge and understanding that are lower than those expected for their age. They settle quickly and make good progress so that by the time they start in Foundation Stage 2 (Reception) most have the expected skills for their age. Children new to speaking English receive very good support, particularly in Foundation Stage 1 and make rapid gains in their understanding and communication skills. This first stage provides a stimulating environment with routines established from the outset in a positive and interesting way that encourages participation and cooperation.

In both Foundation Stages 1 and 2, staff are very sensitive to the children's emotional needs as well as communication difficulties and adults are adept at diffusing any behavioural issues or giving support as needed. Children's progress is improving, especially in Foundation Stage 1, because teachers have more accurate information on children's current performance and are starting to use this to pinpoint what the children need to do next. Progress in the Foundation Stage 2 is not as consistently good as it is in Foundation Stage 1. This is because teaching does not focus routinely on planning that takes account of individual pupils' needs.

Outcomes overall are improving across the Early Years Foundation Stage as a result of firm and determined leadership that is focused on extending good practice and a creative learning environment. This is generating a common sense of purpose within the staff team who are keen to ensure all children achieve as well as they can. This

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is supported by the rigorous systems that are in place to monitor and evaluate provision and outcomes.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents who responded to the questionnaire were very supportive of the school. Most parents felt that their children enjoyed school and were kept safe and healthy. Unacceptable behaviour was a concern raised by a few parents but this was not supported by the inspection. A few parents expressed concerns about communications with the school and the lack of information to support their own child's learning. However, there was little evidence that this was a widespread concern and the vast majority felt well informed.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haig Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 498 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	53	41	45	1	1	1	?
The school keeps my child safe	40	44	50	54	-	-	-	-
The school informs me about my child's progress	29	32	49	53	8	9	-	-
My child is making enough progress at this school	32	35	51	55	4	4	-	-
The teaching is good at this school	38	41	49	53	1	1	-	-
The school helps me to support my child's learning	26	28	57	62	4	4	-	-
The school helps my child to have a healthy lifestyle	26	28	58	63	1	1	-	-
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	27	50	54	3	3	-	-
The school meets my child's particular needs	26	28	56	61	2	2	1	1
The school deals effectively with unacceptable behaviour	24	26	43	47	12	13	2	2
The school takes account of my suggestions and concerns	17	18	54	59	7	8	2	2
The school is led and managed effectively	23	25	55	60	5	5	2	2
Overall, I am happy with my child's experience at this school	31	34	53	58	3	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 September 2010

Dear pupils

Inspection of **Haig Primary School**, Mansergh Barracks, Gutersloh, BFPO 113

Thank you for making us feel welcome when we visited your school. We think Haig provides you with a satisfactory quality of education. We enjoyed our visit and were very pleased to see you at work. Many of you told us you are happy and enjoying your time at Haig. Your headteacher and all the staff work hard to get things right for you and the teaching you receive is satisfactory. You enjoy learning, particularly when teachers make your lessons fun and interesting. You are making satisfactory progress in all year groups and you are reaching average standards in English and mathematics.

Some of you told us that you are a little concerned about the behaviour of a minority of pupils because they hinder learning in lessons and some of your parents said the same thing. We thought behaviour in lessons was satisfactory, although some of you do not concentrate on your work as well as you should. The school makes sure that you are well cared for and that you get any help you need so you feel safe and secure at school. Your teachers also make sure that you are given plenty of help to settle in quickly when you change schools.

We have asked the school to look at the following areas to help you to improve by

- Raising your achievement, especially girls in mathematics, by improving teaching and by using your assessments to plan work that is more interesting and challenging. Also by giving you clear feedback on the standard of your work and how it could be improved.
- Making sure you know exactly how to behave in lessons and give you opportunities to take responsibility for your own learning
- Improving how subject leaders are involved in planning ways to make the school better.

Please help by trying hard in class and asking for help when you need it. Please do not waste any more learning time in lessons!

With very best wishes  
Christine Jones

Her Majesty's Inspector

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