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Mr K Everett  
Haig Primary School  
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Gutersloh  
BFPO 113

Dear Mr Everett

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Haig Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 2 November 2011, for the time you gave to our phone discussion and for the information which you provided during the inspection. Please pass on my thanks to the pupils and staff who were so welcoming.

The school continues to serve a large military community and the number of pupils on roll has increased since the last inspection by over 100. In addition the number of pupils with special educational needs and/or disabilities has also increased. Pupil mobility continues to be affected by the deployment of army personnel in and out of the locality. As a result, many pupils leave or join the school at different times as their parents receive new postings. At times the school community is put under stress with many families coping with a parent away from home on active service. The teaching staff at the school remain stable with only one change since the previous inspection. However, learning support and ancillary staff change regularly in line with the mobility of army families.

As a result of the inspection on 22 and 23 September 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

My visits to a sample of lessons indicated that pupils' achievement overall is improving. This is supported by the school's thorough analysis of information on pupils' performance. Attainment is rising steadily and is satisfactory overall, supporting a clear upward trend in outcomes. In Key Stage 2 attainment is now much closer to national averages in English and mathematics. Attainment is more



variable at the end of Key Stage 1 where outcomes in reading and mathematics are just below national averages whereas writing is just above.

As a result of improvements in the quality of teaching with a strong focus on assessment, pupils' learning and progress are improving. Because of the mobility issues many pupils enter the school in different year groups and at different times. The attainment on entry of a minority of these new pupils is below that expected for their age. Careful tracking and analysis of individual pupil's performance shows that the longer pupils are in the school the more progress they make. For example, the attainment of the minority of pupils who, by the end of Key Stage 2, had been in this school for more than five terms was well in excess of national and Service Children's Education (SCE) schools averages. The school has worked hard to improve the performance of girls. The achievement gaps in comparison with boys found at the last inspection have been closed.

A positive learning environment exists throughout the school. Behaviour both in lessons and around the school is good and pupils work and play well together. Pupils are keen to do well and are enthusiastic in lessons especially where the tasks are interesting and engaging. For example, in one class pupils were very excited when they were given a 'really hard sum' to work on. Pupils have very clear opinions about their education and are taking more responsibility for their own learning. They are very positive about their life in school and the care and support they receive. They appreciate the quality of the activities the school provides although they expressed strong concerns about the hard surface in the football area.

Teachers have much higher expectations of both pupils' behaviour and their learning. Pupils are now clear about what it is they are expected to learn. The objectives for every lesson are shared with the pupils and used to steer the learning in each session. For example in a numeracy lesson pupils were quite clear about whether they were aiming for bronze, silver or gold level and understood the difference between the levels. This approach is used consistently across the school by all staff. There is a growing understanding amongst the staff of how their children learn best and teachers are flexible in looking for strategies to make this happen. This is supported by improved curriculum developments and leadership that are increasingly successful in developing pupils' skills across a range of topics and themes.

Improvements in teaching are well supported by the marking and assessment systems now in place. Outcomes are used effectively to maintain an overview of whole school, class and individual performance. Pupils receive good feedback about the quality of their work but are less clear about how it might be improved. Teachers are making much better use of the outcomes of assessment to adapt and plan future lessons as well as identifying pupils who need extra help. The system of regular reviews of pupils' performance by class teachers in conjunction with the senior leadership team is now well established. This process is having a significant impact

on ensuring the needs of individual pupils are identified promptly and issues of underachievement addressed.

The headteacher is supported by an effective senior leadership team that has been enhanced and strengthened by the addition of two deputy headteachers. In addition there is a vibrant team of middle managers who are enthusiastic about their roles. They are focused on raising achievement and understand their responsibilities for improving the quality of education in the school. The management of inclusion has a much higher profile in the school and this is enhancing the provision for the increasing number of pupils who have significant special educational needs and/or disabilities. Monitoring and evaluation of the school's work is more thorough and supported by analysis of a wide range of data and information on pupils' performance. Middle managers contribute to this process in a variety of ways and their input will soon be further enhanced as their skills in observing and judging the quality of teaching and learning in lessons are developed.

The school appreciates the challenge and support provided by SCE consultants and link advisers. They have provided good support for school improvement which has been carefully tailored to the school's needs and is helping to improve teaching and learning.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christine Jones  
**Her Majesty's Inspector**

Annex

**The areas for improvement identified during the inspection which took place in September 2010**

- 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 in 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.