

# Haig Primary School

Mansergh Barracks, Gutersloh, BFPO 113

## Inspection dates

9–11 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires additional measures.

- Standards in reading, writing and mathematics are much lower than they should be because too much teaching is inadequate.
- In Key Stage 1 the serious delay in introducing pupils to learning about letters and sounds has badly affected the progress they make in reading and writing.
- The headteacher has not done enough to improve teaching by setting improvement targets for teachers and checking regularly their ability to teach.
- The way in which teachers check pupils' progress is inaccurate. So, the underachievement of too many pupils is hidden by the complicated way in which their individual progress over time is measured.
- Too many lessons are poor and fail to develop pupils' knowledge and understanding. In the worst lessons, pupils fidget and talk to each other because the activities are boring.

### The school has the following strengths

- Those pupils who have been identified as needing extra help through individual programmes of support make good progress because they are taught well by a specialist team.
- Teaching staff in the Early Years Foundation Stage provide interesting and exciting activities to help the children make good progress during the first two years of their education.
- The two deputy headteachers know what needs to improve. One has already taken responsibility for improvements in the Early Years Foundation Stage classes and making sure that everyone teaches letters and sounds in the right way.
- Following good support from consultants working for Service Children's Education, the staff who lead key subjects and aspects of the school's work have a growing understanding of their role.

## Information about this inspection

- This inspection was carried out by two of Her Majesty's Inspectors and took place over three days.
- Inspectors observed 30 lessons or part sessions in all age groups. A small proportion of these were joint observations with the headteacher and one of the deputy headteachers.
- Meetings were held with pupils and many other pupils spoke to the inspectors during lessons, in the playground and during lunchtimes.
- Inspectors met with the headteacher, the two deputy headteachers (one of whom joined the school at the start of the academic year) and leaders for English, mathematics, the curriculum and special educational needs.
- Inspectors met 11 parents informally and took account of the eight responses to the on-line questionnaire (Parent View).
- Responses from 31 staff members were also considered.
- Inspectors met with the Chair of the School's Governance Committee and the inspector advisor for the school.
- Inspectors scrutinised pupils' present work and looked at a range of documentation. This included: the school's self-evaluation and improvement planning; evidence from the school's performance management procedures; data on pupils' progress over time and records relating to safeguarding.

## Inspection team

Lorna Brackstone, Lead inspector

Her Majesty's Inspector

Margaret Dickinson

Her Majesty's Inspector

## Full report

Her Majesty's Chief Inspector is of the opinion that this school requires additional measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### Information about this school

- Haig is a very large primary school which serves a military community. Many pupils have a parent or parents who are frequently absent from home.
- Many pupils leave or join the school at different times.
- 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.
- There are two settings for the very youngest year group, one at the main site and another smaller one about 20 minutes away.
- Almost all pupils live some distance away and come to school each day by bus.
- Three-quarters of the pupils are of White British origin with an increasing proportion coming from other ethnic groups, mostly from the Commonwealth countries such as Fiji and Nepal.
- The proportion of pupils who need extra help with their work is average when compared nationally.
- Pupils whose first language is not English make up about a quarter of the school. This proportion is around the average for English schools.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school received a monitoring visit from one of Her Majesty's Inspector's in November 2011.

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

- Improve teaching by:
  - asking questions that make pupils think
  - involving pupils more in their lessons by motivating them and making sure they understand the goals they are working towards and how these can be achieved.
- Raise pupils' standards in reading, writing and mathematics and improve the progress they make by ensuring that:
  - all teaching staff have an accurate knowledge and understanding of how to teach letters and sounds, and follow the methods agreed
  - pupils' mathematical understanding is developed step-by-step
  - class teachers plan lessons and group work at the right level for pupils of different abilities.
- Improve leadership at the highest level by ensuring that:
  - the headteacher is held accountable for the inadequacies of the school
  - swift action is taken to improve teaching where it is inadequate
  - thorough systems are introduced urgently to check and improve the performance of all teachers and learning support assistants
  - pupils' work is checked to provide an accurate picture of the standards they are reaching and the progress they are making over time
  - better use is made of the knowledge and expertise of the two deputy headteachers.

## Inspection judgements

### The achievement of pupils

#### is inadequate

- Too many pupils in Years 1 to 6 make less progress than they should. Given pupils' starting points at this school and what should be expected of them, the below average trend in standards is unacceptable.
- Pupils do not make enough progress in reading, writing and mathematics and this hampers their readiness for secondary school. For example, they do not learn how to sound out words or use spelling techniques with confidence. Mathematical concepts, such as adding and using units of measurement, are not built up step-by-step to extend pupils' knowledge and understanding.
- Less able pupils who do not have an individual programme of support, the more able children and those whose first language is not English have fallen behind.
- There is no clear system in the school for checking what the pupils do and do not know so teachers fail to pick up gaps in pupils' knowledge and understanding. The headteacher has not held individual teachers to account for their pupils' progress.
- A specialist team of staff helps pupils who need extra support with their learning. These staff check carefully how well these pupils are doing and use their time with these pupils wisely.
- Children in the Early Years Foundation Stage do well because adults make regular checks on their progress. This information is carefully recorded and used to plan activities to build children's speaking, reading, writing, counting, physical and creative skills.
- Parents who spoke informally to inspectors agree that their children do well in the Early Years Foundation Stage. However, a number of parents said their children were not making the progress they should in Years 1 to 6.

### The quality of teaching

#### is inadequate

- Weaknesses in teaching are spread across the school. Many of the teachers in Key Stages 1 and 2 are new to teaching early reading and writing skills in a systematic way and lack an accurate understanding of how to do this.
- Pupils spend too much time listening to their teachers talking and, while some listen passively, others become bored and restless.
- Not all teachers check thoroughly that pupils understand what the lessons are about. This is especially so in mathematics lessons where teachers do not ask the right questions to see if their pupils understand what they are being taught.
- Too many teachers do not plan lessons that take account of the abilities of all their pupils. This is particularly so with the less able pupils who do not have an individual programme to support their learning, the more able pupils and those pupils whose first language is not English.
- Many learning support assistants provide poor quality help for pupils in the classroom and in small groups. They have not been trained well enough to help children read and write.
- When some of the teachers check pupils' work they think it is better than it is. Pupils do not know what to do to improve their work because not all teachers set them individual targets which are based on what they should be doing at their age.
- Apart from Year 6 books and a few positive examples found in writing books in some other classes, the marking of pupils' work is weak. The marking of many mathematics books is particularly poor. Not all teachers have high enough expectations of the way pupils present their work and the comments made by some teachers fail to help pupils extend their knowledge and skills. For example, although teachers praise pupils' work by saying it is 'brilliant' or 'excellent', comments written under inaccurate work, such as: 'you tried hard but we will look at converting

units of measure again' are not helpful.

- In most year groups there are examples of good features in lessons. For example, when lessons move along at a fast pace, teachers direct questions thoughtfully to individuals or groups and encourage pupils to check their own learning. Such teaching was observed in a good English lesson in Year 5 where the pupils were encouraged to talk to a partner about how they could write a set of instructions suitable for younger pupils.
- The teaching team in the Early Years Foundation Stage builds effectively on the children's interests making sure that everyone is actively involved in their learning and developing their knowledge at a quick rate. For example, children who had expressed an interest in teddy-bears were using plastic models of teddies to learn to count and to learn words such as 'small, medium and large'.
- The specialist teaching of pupils who have individualised programmes of work to support their learning is well-focused and work is set at the right level.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils enjoy life at school with their friends and attendance is average. They talk enthusiastically about their learning in a range of different subjects with sports, musical activities and trips out of school being particular favourites.
- In lessons that do not grip pupils, they become bored. Most sit quietly when this happens but a few start to chat to their friends or mess around with equipment. Others sigh out loud, make a fuss or fall out with their friends.
- Pupils are extremely polite and well-mannered to visitors. Most behave acceptably in and around the school. However, some pupils do not behave sensibly when they are unsupervised and mess around in the toilet and cloakroom areas.
- Most pupils feel safe in school and talk confidently about seeking help from adults when they need it. However, a significant minority of pupils told inspectors about some unpleasant incidents which concern them. For example, there was an on-going worry about personal items mysteriously being put down the toilets.
- The school deals effectively with pupils using words and phrases which are unacceptable. For example, pupils explained to inspectors that they knew not to use the word 'gay' inappropriately and were clear about what racial harassment means.
- Pupils showed a deep understanding of the risks that could be encountered when using computers and talked maturely about how their body changes when they reach puberty.
- Pupils appreciate the support of 'buddies' when they join the school. However, they would like to reintroduce 'playground friends' to help out with problems at break times.

### **The leadership and management**

### **are inadequate**

- The headteacher makes too many excuses for those pupils who underachieve. He has not sustained the improvements noted at the monitoring visit last year and there is too much reliance on support from Service Children's Education to drive important changes.
- The headteacher does not effectively check that teaching is good enough for all the pupils and he has not dealt adequately with teachers who are ineffective but still receive top salaries. This undermines the level of support given by Service Children's Education.
- The school's view of its effectiveness is inaccurate and much too generous.
- Systems used to record pupils' progress mask underachievement. They are too complicated, contain inaccuracies and are not shared enough with teachers so that they can plan work at the right level.
- Topics such as 'Awesome Egyptians', 'Mighty Mountains' and 'Super Structures' interest the pupils. Their spiritual, moral, social and cultural development is adequately promoted through

'Red, White and Blue' days, Victorian events and residential visits. However, the unacceptable delay in introducing a systematic approach to teaching letters and sounds and early reading and writing has badly affected pupils' progress in literacy.

- The knowledge and expertise of the two deputy headteachers and the enthusiasm of staff who lead subjects and aspects, noted at the monitoring visit, are not used to best effect to improve pupils' achievement. This is because they have minimal opportunities to check if teachers are getting better at teaching.
- The specialist team that provides support for pupils who have extra help to support their individual programmes of work is led and managed well which results in these children making better progress than others.
- Parents new to the school are given a warm welcome and family celebrations for 'Fiji Day' and the 'Queen's Jubilee' are well received. Although there is an annual questionnaire, there is little opportunity for parents to express their views and raise any concerns.
- The school's arrangements for safeguarding meet statutory requirements and pupils are well cared for. Support is good during times when families are experiencing difficulties. During periods when parents may be working away from their children, the school makes effective use of mascots and emails to maintain and support links.

■ **The governance of the school**

Members of the school governance committee are very new to their role and listen carefully to the views and concerns of parents. However, they have relied too heavily on information provided by the headteacher which has masked pupils' underachievement and poor teaching.

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## 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 additional 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 Her Majesty's Inspectors.</p>

## School details

<b>Unique reference number</b>	132405
<b>Local authority</b>	Service Children's Education
<b>Inspection number</b>	404649

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

<b>Type of school</b>	Primary
<b>School category</b>	Ministry of Defence
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	550
<b>Appropriate authority</b>	Service Children's Education
<b>Chair</b>	Lieutenant Colonel Sharp
<b>Headteacher</b>	Kevin Everett
<b>Date of previous school inspection</b>	22-23 September 2009
<b>Telephone number</b>	0049 5241 843840
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