

PROTECT-INSPECTION

Ofsted
5th, 6th & 7th Floor
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



17 June 2013

Mr Colin Fleetwood
Headteacher
Haig Primary School
Mansergh Barracks
Gutersloh
BFPO 113

Dear Mr Fleetwood

Additional measures monitoring inspection of Haig Primary School

Following my visit with Kekshan Salaria, Her Majesty's Inspector, to your school on 12 and 13 June, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to additional measures following the inspection which took place in October 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is not making enough progress towards the removal of additional measures.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the School Governance Committee and the Chief Executive, Service Children's Education.

Yours sincerely

Bradley Simmons
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2012

- 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' progress 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.

Report on the second monitoring inspection on 12 and 13 June 2013**Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior leaders, middle leaders, six members of the School Governance Committee and a senior officer from Service Children's Education. In addition, inspectors met with a group of pupils from Year R and a group from Year 6. Inspectors conducted all lesson observations jointly with senior leaders. Teachers' planning and pupils' exercise books were scrutinised during lesson observations.

Context

Since the previous monitoring inspection, two learning support assistants have been appointed. One permanent member of the teaching staff has returned from long term sick leave. Another is now absent.

Achievement of pupils at the school

Senior leaders agree that achievement, although improving, remains too low. This is because of too much variability in the quality of teaching. During too many lessons, pupils are not pushed sufficiently, so they do not make the progress of which they are capable.

Pupils' progress across the school remains uneven in reading, writing and mathematics. It is a serious concern in lower Key Stage 2, especially in mathematics, and to an extent in Year 5. For some classes this reflects the impact of weaker teaching. For others, there has been discontinuity of teaching because of high levels of teacher absence. Pupils with disabilities and / or special educational needs make progress at broadly the same rate as others.

Pupils' attainment remains low in several year groups across the school. Girls' attainment continues to outstrip that of boys in reading and writing. Attainment of pupils who speak English as an additional language is generally weaker than that of other pupils.

The impact of better phonics teaching, coupled with effective interventions by better trained learning support assistants, is beginning to pay dividends in the way in which pupils are tackling new words when they read. School data show that a broadly average percentage of pupils are attaining expected levels in phonics at the end of Foundation Stage 2. It is noteworthy that, in most classes, pupils are beginning to present their work more carefully and with a greater sense of pride.

The quality of teaching

Lesson observed during the inspection, evidence from pupils' books and the school's own monitoring records demonstrate that teaching is not improving quickly enough to narrow the achievement gap at Haig School. Too much teaching does not make the best use of every minute. In some cases, teachers' expectations of what pupils can achieve remain too low and the work planned is not demanding enough for each ability group. Pupils with whom inspectors spoke were bright, interested learners, who were sometimes observed marking time in the classroom because their teachers did not stretch them sufficiently. Planning presented to inspectors was occasionally so thin that it formed an entirely inadequate basis for developing teaching in a school in additional measures.

In some classrooms, initiatives to lay the foundations for a better curriculum offer are beginning to pay off. Daily phonics sessions are better planned than at the time of the section 5 inspection. This is particularly the case in Foundation Stage 1 and 2, and in Years 1 and 2 where, however, some catching up remains to be done. Teachers' handwriting has improved and now presents a better model for pupils.

Teachers' subject knowledge in mathematics remains insecure in some classrooms. On occasion teachers used confusing mathematical terminology. Where mathematics teaching was more expert, teachers had a very clear idea of the concepts that they were teaching and challenged pupils to apply their newly taught understanding and skills to problem solving activities which were relevant and meaningful. For example, a Year 6 class enjoyed calculating the potential profit from running stalls at the school fair.

During the best lessons, teachers asked questions which made pupils think about their work and challenge themselves to do better. In some lessons, however, teacher still do not check comprehensively that pupils understand the purpose of what they are doing.

Where teaching has improved, this is because individual teachers have accepted the urgent need to improve provision for pupils. These teachers have wisely benefited from the well-intentioned and purposeful support and challenge provided by senior leaders.

Behaviour and safety of pupils

Pupils continue to enjoy coming to school. Where teaching is engaging and lively, they are keen and motivated learners who learn quickly and with obvious enthusiasm. During lessons which are badly planned, or delivered at a slow pace, pupils quietly switch off from learning. It is a measure of the good potential for

learning of pupils at Haig, however, that pupils do not misbehave in lessons which are inadequate or which require improvement.

Pupils' attendance was average when the school was inspected in October 2012, but it is now slightly below.

The quality of leadership in and management of the school

There are outstanding examples of the work undertaken by the headteacher and his deputies to improve this school. Their expectations of staff's performance and of the way in which that performance should be managed are entirely proper. Senior leaders and the full time consultant seconded to the school from Service Children's Education have clear expertise in improving teaching. The impact of their work is seen, for example, in the Early Years Foundation Stage which has developed its increasingly secure level of provision, as well as in the teaching of those teachers and teaching assistants who are determined to improve their work.

The implementation of the well founded plans for school improvement seen during the first monitoring inspection in January 2013 has, however, been hindered by a number of factors. Some teachers whose work requires improvement or whose teaching is inadequate have not taken advantage of the support offered to help them improve. These teachers have not accepted that Haig School could and must do better by its pupils. Their resistance to the improvements spearheaded by the headteacher has impeded the school from making reasonable progress towards the removal of additional measures. The headteacher is aware of the very urgent need to change this culture of complacency and excuses and thus improve teaching.

The procedures used for dealing with capability issues within Ministry of Defence Schools are unfit for purpose where teachers are not capable of quick improvement or, indeed, willing to improve their teaching. These procedures, together with those for managing teacher absence are not securely focused on delivering a good service to pupils and do not help school leaders who want to challenge performance that is less than good.

The School Governance Committee has improved its expertise and reach. Encouragingly, there are now more parent members. Committee members are rightly more involved in the life of the school, holding learning walks to enable them to take a view on the improvements made over the past few months. They have reinvigorated the parents' association. A new committee structure has yet to be implemented, but members are aware that the new curriculum committee must meet monthly as a matter of urgency to discuss the quality of teaching, outcomes for pupils and improvements against the key issues for improvement from the inspection in October.

External support

Officers from Service Children's Education have provided good support to Haig School. The assistant director has supported the headteacher in dealing with a number of ongoing personnel issues. The consultant, seconded in late 2012 to the school by Service Children's Education, has provided expert guidance to staff who, when receptive to her coaching and guidance, have improved their teaching.

Service Children's Education is, at present, compelled to use standard capability and management of absence procedures. It is too easy for the cases of individual staff to fall between the two procedures. Senior leaders, members of the School Governance Committee and Service Children's Education officers agree that these procedures are ill fitted to securing improved continuity and better quality of teaching for pupils. Inspectors agree with this view. The current capability procedures are simply not demanding enough of teachers who over time fail to demonstrate that they are able to teach to a standard that promotes good progress in learning.

Only in exceptional circumstances where they are crucial to the school's future success should priorities for further improvement be added

- Urgently modify procedures for dealing with capability and absence issues so that these focus on the pressing need to secure better continuity and quality of teaching for all pupils.