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15 November 2013

Mr Colin Fleetwood
Headteacher
Haig Primary School
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Gutersloh
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Dear Mr Fleetwood

Additional measures monitoring inspection of Haig Primary School

Following my visit with Elisabeth Linley, additional inspector, to your school on 6 and 7 November 2013, 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 third 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 making reasonable progress towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection.

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' 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 third monitoring inspection on 6 and 7 November 2013**Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior leaders, middle leaders, five members of the School Governance Committee and an inspector adviser from Service Children's Education. A telephone discussion was held with the Director of Education, Service Children's Education. In addition, inspectors met with a group of pupils from Year 4 and Year 5, including a small number of higher ability pupils. Inspectors conducted all lesson observations jointly with senior leaders. Teachers' planning and pupils' exercise books were scrutinised during lesson observations.

Context

Six members of the teaching staff have left the school since the previous inspection and have been replaced with new appointments. One member of staff is on long-term sick leave.

Achievement of pupils at the school

Pupils' achievement remains low across the school because of continuing variability in teaching. In July 2013, the percentage of children leaving the Reception Year having reached a good level of development was the lowest for four years. The mathematical development of these children was low and, for boys, literacy scores were very low.

Better quality phonics teaching in Year 1 has led to better standards in the phonics screening check. Last year, pupils in Year 2 reached just below the national average in reading and mathematics, but well below in writing. Overall Year 2 boys outperformed the girls. Higher ability children in Year 2 did much less well than the national average for pupils of similar ability. Pupils who speak English as an additional language were below the national average in all subjects.

For Year 6 pupils who left the school in July, the picture was more positive, with 75% reaching the expected standard in all three of reading, writing and mathematics. These figures mask the fact that performance at the higher level, Level 5, which should be reached by brighter pupils, was very low. Moreover, one in three pupils did not make the progress they should have done between Year 2 and Year 6.

During lessons observed during this inspection, some green shoots of better progress by pupils were seen. In a greater proportion of lessons than seen in the monitoring inspection in June 2013, more pupils were stretched by their teachers.

However, the achievement of higher ability pupils during lessons remains a concern. The school's push to improve handwriting is paying dividends. In most classes this has improved and pupils are proud of their written work. Encouragingly, from the evidence of lesson observations, exercise books and the school's data, achievement of current pupils in Reception and in Year 2 is better.

The quality of teaching

Teaching has improved since the previous monitoring inspection. During the best lessons, teachers tailor activities with greater accuracy to the needs and abilities of their pupils. Teachers use questions more securely to probe and extend pupils' understanding and to keep pupils interested in the subject matter. During these lessons also, teachers use an increasingly effective range of strategies to hold the attention of the whole class, such as good eye contact and variation in tone of voice. Several teachers use praise wisely to motivate pupils and keep them on track. More staff understand the importance of strong routines and use these to give pupils a sense of security and purpose in organising themselves and in their learning. Sometimes teachers use timers or give pupils a set length of time to complete a task; these strategies, used sensitively, give pupils a sense that every second counts. More frequently, teachers use appropriate technical vocabulary and so empower pupils to do the same. Teachers give increasingly careful thought to selecting resources or approaches which bring lessons to life. In a phonics lesson, for reception, the teacher illustrated the 'zz' sound by opening a bottle of sparkling lemonade. Instantly, and with great enjoyment, pupils shouted 'fizz!'.

There remains a stubborn core of insecure teaching. Issues of concern, previously identified, however, have not been eradicated. Quite simply, where inadequate teaching remains, pupils make inadequate progress. The school's leaders scrutinise the teachers' planning to identify where there are strengths and where further improvement is needed. As a result, some teachers think carefully about the types of activities that are required to ensure that pupils of all abilities are challenged to do their best and make the progress of which they are capable. However, translating this into practice in every lesson is not assured and higher ability pupils in particular do not consistently make the progress that they should.

During weaker lessons seen, teachers have not developed a consistent ability to hold their audience by using a range of strategies to draw pupils in and motivate them. Here, teachers' questioning skills were weak, requiring little thought and no more than one word answers from those pupils who managed to remain sufficiently interested to put their hands up. Other pupils quietly disengaged and daydreamed. Some lessons are not yet planned sufficiently well so that the wrong resources are chosen, or teachers are not sure of their subject matter. During some mathematics lessons, for example, teachers' grasp of the deeper mathematical concepts was shaky. The odd lesson was seen where the teacher had not thoroughly prepared the lesson and pupils' time was wasted while the teacher tried, unsuccessfully, to regain

the lesson's momentum. Sometimes lessons simply suffered from a confusion of aims; the teacher was not clear about what concepts were to be taught and so little was achieved.

Encouragingly, there is evidence of greater involvement of pupils in lessons overall. During stronger lessons, pupils were encouraged to talk in pairs and groups about their learning to share their understanding with others; teachers drew the class together to check and extend pupils' learning, checked their workrate and corrected misconceptions. These lessons were planned well for different ability groups, were fun and thereby motivated pupils to be engaged and make good progress. In some weaker lessons, there was evidence of insecurity in the grouping of pupils, and not enough was done to follow up with pupils where it was clear they did not understand something.

Behaviour and safety of pupils

Pupils report that behaviour in school is not an issue and indeed inspectors observed much good behaviour in lessons. Pupils know what to do if they have any concerns and the staff follow up carefully any issues that might arise. When teaching is strong, pupils rise to the occasion. For example, during an outstanding singing assembly in Key Stage 1, pupils relished the opportunity to perform fluently and melodiously because the teacher used a wide range of techniques to ensure that every pupil could participate and improve. When weaker lessons lack interest for pupils, they are stoic, quietly drifting or fidgeting but, testament to their good manners, seldom misbehaving.

Occasionally, at lunch time in the dining hall, some pupils become over boisterous, particularly when they enter the hall. This detracts from the social atmosphere of eating together at lunch time.

Pupils comment positively on improvements made in school since the previous monitoring inspection. In particular they noted improvements to the school's environment. This is indeed noticeable. The school is much less cluttered, more organised, and a pleasant place to be. Pupils like the fact that most displays now help them with their learning. Many pupils also feel that lessons are more interesting, although some more-able pupils mentioned that they felt their work could be more challenging, particularly in mathematics. One Year 5 pupil, for example, felt it would have been better to be asked to calculate in his head the perimeter of a given shape during a lesson rather than to use a calculator which he found too easy.

The majority of pupils clearly enjoy being at school; this is reflected in their attendance which has improved since the time of the last monitoring inspection.

The quality of leadership in and management of the school

The headteacher and senior leaders have maintained and strengthened their expectations of the performance of teachers and teaching assistants. As a result, a new culture is developing across the school which places the need to realise pupils' potential at its heart and which, bit by bit, is eroding mediocrity. Senior leaders encourage teachers to reflect deeply on the impact of their teaching on pupils' progress and many staff have responded by raising their game; this is exemplified by the fact that several established members of staff taught outstanding lessons during this inspection. These staff are, as exercise books show, starting to deliver higher quality provision over time. Those teachers who attended feedback sessions offered by inspectors and senior leaders were generally accurate in their own evaluation of the quality of their lesson, even where this was less than good. Such insight was not universally seen, however.

Procedures for dealing with capability issues have been streamlined with the intention of managing performance more rigorously. Senior leaders have a very acute understanding of the performance in the classroom of each member of staff and their views of sessions observed jointly were in complete accordance with inspectors.

More and more, middle leaders are empowered to play a greater role in the leadership and management of the school.

The curriculum committee of the School Governance Committee (SGC) has begun to meet monthly and is acting more strategically as it starts to challenge as well as support the school. The curriculum committee now receives anonymised reports from senior leaders on pupils' achievements which are discussed at committee meetings. The SGC has an increasingly busy agenda planned in order to keep the work of the school under review.

External support

The continued provision by Service Children's Education of one of their primary consultants to act as a consultant leader is welcome and appropriate. She strengthens the senior team at a time when much remains to be done if good teaching is to become the default provision within the school.

The inspector adviser keeps a weather eye on teaching and supports as well as challenges the school by accurately judging the pace of improvement and nudging the school forwards.