

Haig Primary School

Mansergh Barracks, Gutersloh, BFPO 113

Inspection dates 2–3 July 2014

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| Overall effectiveness | Previous inspection: | Inadequate | 4 |
| | This inspection: | Requires improvement | 3 |
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| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils' attainment and progress at the end of Key Stages 1 and 2 are broadly in line with national figures. Variations remain in the rates of progress in different subjects and classes. Achievement is improving but is not yet strong enough.
- More-able pupils do not all make the progress they could because work is sometimes too easy for them.
- Teachers do not all have the same high expectations of what pupils can achieve.
- There is not enough good or outstanding teaching to help all pupils make good progress, particularly in writing.
- Middle leaders new to their post are still developing their roles to help secure more good teaching across the school.
- Membership of the School Governance Committee is scheduled to change shortly. New members will require an induction and training programme.

The school has the following strengths:

- The headteacher is very ambitious for the school and has secured sustainable improvements in teaching and achievement over the last two years. He has ensured that all staff share his vision for the school.
- The school is a caring and nurturing place in which pupils and adults care for and respect each other.
- Children in the Early Years Foundation Stage (FS1 and 2) get off to a very good start. They develop their knowledge and skills confidently and are happy and eager to learn.
- Pupils behave well throughout the school and get on well with each other and with their teachers.

Information about this inspection

- This inspection was carried out by two of Her Majesty’s Inspectors.
- Inspectors observed teaching and learning in 23 lessons. Most of these were joint observations with the headteacher and senior leaders.
- Inspectors looked at pupils’ workbooks in lessons, as well as a substantial number out of lessons, in order to evaluate the progress made by pupils over time.
- School documents and records were scrutinised. These included: the school’s self-evaluation and plans for improvement, data on pupils’ progress over time and records relating to safeguarding.
- Discussions were held with senior leaders and middle leaders. Inspectors also met with the Vice Chair of the School Governance Committee and the school’s inspector advisor from Service Children’s Education (SCE).
- Inspectors met with two groups of pupils, listened to pupils read, talked to some about their experiences in school and observed playtimes and lunchtimes.
- Inspectors met a small group of parents on the second day of the inspection and took into account 40 responses to the Ofsted online survey (Parent View)
- The inspection team also considered 44 staff questionnaires.

Inspection team

| | |
|---------------------------------|-------------------------|
| Kekshan Salaria, Lead inspector | Her Majesty’s Inspector |
| Jane Austin | Her Majesty’s Inspector |

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires additional measures.

Information about this school

- Haig is a larger-than-average sized primary school which serves a military community. Many pupils have a parent or parents who are regularly absent from home on activities associated with their military duties.
- In common with all SCE schools, the proportion of pupils joining or leaving the school at times other than the usual is high.
- Children start in the Nursery (FS1) from the age of three. There are two settings for this 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 arrive at the school by bus each day.
- Three-quarters of the pupils are of White British origin with an increasing proportion coming from other ethnic groups, mostly from Commonwealth countries such as Fiji, Nepal, Africa and the Caribbean.
- The proportion of disabled pupils and those with special educational needs supported through school action is broadly average. The proportion supported through school action plus or with a statement of special educational needs is below that found in most schools.
- 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.
- Since the last full inspection, 16 teachers, including the headteacher, have left the school. A further three teachers will leave at the end of the academic year. A total of 12 new teachers have joined the school, including an assistant headteacher, and five more will join in September 2014.
- The current headteacher, experienced in the leadership of SCE schools, joined the school in January 2013.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better so that pupils make at least good progress, in reading, writing and mathematics, by:
 - ensuring teachers have higher expectations of what pupils can achieve
 - making sure all lessons are well thought through and precise so that pupils are clear about what they have to do and what they should achieve
 - ensuring teachers' feedback comments are used by pupils to improve their work
 - making sure teachers provide more difficult work for those pupils who are capable of greater challenge, in order to maximise their learning and help them to reach the higher levels.
- Strengthen the effectiveness of leadership by:
 - developing the role of middle leaders so they analyse and make best use of data, and information from their monitoring, to identify precisely what should be done to improve pupils' achievement
 - ensuring effective induction and training for newly appointed members of the School Governance Committee so that they can play a key role in helping the school to become good.

Inspection judgements

The achievement of pupils

requires improvement

- Children join the Nursery with skills well below those that are typically expected. They achieve well in the Early Years Foundation Stage (FS1 and FS2) because adults help them to develop speaking and listening skills by asking questions which require them to think about and express their ideas.
- As a result of good teaching, children learn quickly and make rapid progress in all areas of their development. Early reading skills are taught very well because adults receive intensive specific training on what best practice looks like.
- By the end of the Early Years Foundation Stage in 2013, the percentage of children entering Year 1 with a good level of development was 39 per cent, which was below average. For the current cohort, the school's assessment information forecasts this to increase to 69 per cent. Children are well prepared for Year 1.
- Pupils continue to make good progress in Key Stage 1 and results from this year's national check for phonics (the sounds that letters make) were above average. In the 2014 national assessments for reading, writing and mathematics, most pupils are predicted to attain above expected levels. At the higher level, attainment is due to increase significantly in reading.
 - Standards at Level 4 at the end of Year 6 are in line with the national average. This represents good achievement and indicates an improving trend in standards. However, in the national tests the proportion of pupils gaining the higher Level 5 was lower than the national figures and this is now, rightly, a focus for the school. Pupils' current work and the school's assessments show that good progress across the key stage is beginning to be established.
- Disabled pupils and those pupils who have special educational needs, or more complex learning needs, make good progress due to the targeted medical and learning support from highly experienced teaching and support staff.
- By the end of Year 6, pupils read well and show great enjoyment in their reading. They say they read regularly at school and are given the right advice by teachers to choose books which they also take home.
- Pupils' achievement in mathematics is improving. For example, pupils' work in Year 6 shows that they use and apply their knowledge to collect data and solve problems and to find solutions to problems.

The quality of teaching

requires improvement

- Teaching is not yet consistently good enough over time to ensure that pupils in all classes make good progress. Expectations of what pupils can achieve, particularly for the most-able pupils, are not consistently high.
- Teaching in the Early Years Foundation Stage is good. Work is planned well to match the learning needs of different children. Children have good opportunities to talk together and share ideas, for example, children worked together over an extended period to organise equipment and work out the prices for taxi and towel hire for their theme 'going to the beach'.
- In the Nursery, children start to learn the names and sounds of letters through songs and rhymes; this supports their early reading and writing skills successfully.
- In Years 1 to 6, work in pupils' books, particularly writing books, is marked regularly and teachers' comments indicate the next steps pupils need to take. As a result, pupils know what they have done well and what they need to do to improve. However, not all teachers make sure their feedback comments are consistently used by pupils to improve their work.
- At times in lessons, there are too few opportunities for the most-able pupils to extend their learning and deepen their understanding of the work. Most-able pupils do not always have

access to higher level work which will stretch them and ensure they can make good progress in English and mathematics.

- The most effective lessons are planned carefully and teachers set tasks which engage all of the pupils in their learning. Progress is particularly rapid when teachers use demonstration to show pupils what they want them to learn. This helps the pupils to know what they need to achieve to be successful.
- Generally, pupils enjoy lessons. For example, pupils in Year 6 were eager to share sophisticated sentences they had written after watching a short clip from a film with their partners.
- Teaching assistants play a valuable role in pupils' learning. High-quality training enables them to offer support and specific programmes of work to meet the needs of individuals and small groups. They know the pupils well and play an effective role in helping them to develop social skills as they teach them playground games.
- Parents commented positively on their children's enjoyment of school. Positive relationships between staff and pupils help to keep the pupils focused and support their positive attitudes to learning.
- Teachers are keen to improve their practice and have embraced new systems and procedures willingly. They have welcomed support and advice from senior teachers and external consultants.

The behaviour and safety of pupils are good

- The behaviour of pupils is good within lessons and around school. The calm, orderly atmosphere promotes a high level of respect and courtesy towards adults and peers.
- Pupils of all ages and different backgrounds get on well together, both when working and playing. They move around the building, including up and down the staircases, in a safe and considerate manner.
- Pupils' attitudes to learning are good. Praise and encouragement successfully motivate pupils so that the majority work hard and want to do well. Pupils are keen to participate in discussion or to answer questions.
- The school has developed a variety of environments and activities to support and engage pupils during breaks and lunchtimes. Break times occur at different times so that pupils have more space to play in safety.
- Staff organise games and clubs, such as a science club, during lunchtimes and after school. Pupils act as buddies to support those who are new to the school. These systems help to ensure that behaviour is good and pupils do not feel left out.
- The school's work to keep pupils safe and secure is good. In several lessons, pupils were confident enough to ask adults to re-explain work they did not understand.
- Pupils say there is little or no bullying in school. They are aware of the different types of bullying that can occur. Pupils say how safe they feel in school. Discussions with parents and their responses to the parents' survey show that they agree. Pupils trust the adults in school to look after them. They know they can talk to them if they are worried about anything.
- Attendance is consistently average; despite the occasions when families must return to the United Kingdom or take term-time holidays because of post-operative tour leave. This is because of the early intervention by school leaders and the successful implementation of a new absence policy.

The leadership and management requires improvement

- Staff morale is good and the headteacher has addressed each of the key areas for improvement from the previous inspection with determination. Senior leaders know what the school does well and what needs to improve.
- The headteacher provides clear strategic direction, and has addressed the deep-rooted issues

which had previously afflicted the school. The senior team of headteacher, two deputy headteachers and assistant headteacher work especially well together. They have skills and expertise which complement each other; this strong partnership has secured significant improvements over the last two years.

- Performance management targets for teaching and learning are sufficiently sharp. Senior leaders are robust in holding teachers to account for the progress their pupils make. The deputy headteachers and SCE's primary consultant have provided very effective coaching to improve teaching.
- The school has robust systems for tracking the progress of pupils on a regular basis. These systems enable the school to identify any individuals or groups of pupils who are falling behind and intervene swiftly to ensure that good progress is maintained.
- Middle leaders are becoming more involved in monitoring the work of the school. However, when reviewing their areas, in this way, they do not make best use of the information they gather to identify precisely what should be done to improve pupils' achievement.
- The curriculum is balanced and teachers plan a range of topics that engage pupils' interest and make the most of their location in Germany. For example, Year 1 has been studying 'Around Mansergh'.
- There is a sharp and appropriate focus on developing pupils' literacy and numeracy skills in order to raise standards further. The curriculum also gives pupils many rich experiences, through clubs and a broad range of visits, which helps to develop their understanding of the wider world. Events such as the celebration of Fiji Day help to bolster this work and support the positive ethos of the school.
- Opportunities for spiritual, moral, social and cultural learning are many and varied. Pupils participate actively in the school and garrison community. There are plenty of opportunities to enjoy and take part in sports, music and the arts. Pupils learn about other beliefs as part of wider topics, for example when studying different countries as part of the geography curriculum.
- Safeguarding procedures meet requirements. Systems to record concerns, and any actions taken, are robust and followed up regularly by the relevant members of staff.
- There is a positive working relationship between the school and SCE. Visits from consultants and the link inspector adviser have been valued by the school and have provided an accurate analysis of strengths and weaknesses. These visits have enabled the school to gauge its progress during its journey of improvement since the last inspection.
- **The governance of the school:**
 - Members of the School Governance Committee (SGC) have an appropriate understanding of the strengths and weaknesses of the school, through readily available data. They challenge the school's leaders about pupils' performance. For example they are aware of the school's focus on higher-ability pupils. Committee members know about the quality of teaching and where it has been improved over the last year. They visit the school regularly and have taken part in learning walks alongside senior leaders. They receive good quality information from SCE officers and are beginning to use this to set alongside the views of senior leaders, to give them a different perspective. The members of the governance committee, who have grown their expertise, are due to leave the garrison very shortly. Senior leaders and SCE officers are aware of the need to provide further training once new SGC members have been appointed. The SGC is committed to recruiting new members that will represent all ranks as well as the cultural diversity of the school.

What inspection judgements mean

| School | | |
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| 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 special 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 Ofsted inspectors.</p> |

School details

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| Unique reference number | 132405 |
| Local authority | Service Children's Education |
| Inspection number | 443136 |

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

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| Type of school | Primary |
| School category | Ministry of Defence |
| Age range of pupils | 3-11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 500 |
| Appropriate authority | The governing body |
| Chair | Lieutenant Colonel Sharp |
| Headteacher | Colin Fleetwood |
| Date of previous school inspection | 11 October 2012 |
| Telephone number | 0049 5241 843840 |
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