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Mr Colin Fleetwood  
Headteacher  
Haig School  
Mansergh Barracks  
Gütersloh  
BFPO 113  
Germany

Dear Mr Fleetwood

### **Requires improvement: monitoring inspection visit to Haig School**

Following my visit to your school on 9 July 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you and your staff gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the section 5 inspection in 2014. The school should take further action to:

- increase the proportion of teaching that is consistently outstanding
- continue to challenge more able pupils to do their best, especially in writing in Key Stage 1.

### **Evidence**

During the inspection, meetings were held with the headteacher, other senior and middle leaders, the Chair of the School Governance Committee and several governors, to discuss the actions taken since the last inspection. Joint observations of lessons were conducted with senior leaders in classes ranging from Foundation Stage 2 (FS2) to Year 6. During these, examples of pupils' work were scrutinised. A range of documentation was taken into account, including the school's own

evaluation of its performance, a report on the school's progress this year, a review of this year's school improvement plan and evidence relating to teachers' performance management.

## **Context**

The school's roll has fallen from approximately 500 pupils at the time of the section 5 inspection to about 400 at present. It is expected to fall again to around 350 pupils in September 2015. Pupil mobility remains high with 87 pupils leaving the school and 74 joining during this academic year.

## **Main findings**

The headteacher has established a culture of continuous improvement which is now shared across the school. There is a sense of common purpose and staff morale is high. The headteacher's keen focus on improving the quality of teaching is paying dividends. The school's judgement that almost all teaching is good or better is borne out by the positive impact that teaching is having on pupils' achievement at all levels.

The high expectations of the headteacher and senior leaders now permeate the school's culture. This is clear in the way the performance of more able pupils in all age groups has risen, a consequence of teaching that is more closely targeted to the needs of all pupils. Senior leaders have a clear view of strengths and areas for development in teaching and have used a range of strategies to support improvement. Several teachers have benefited from courses run by Service Children's Education (SCE). In addition, teachers are working together to share good practice. More recently, film technology has been introduced, so that teachers can see for themselves what happens in their lessons and reflect on where improvements can be made. Specialist teachers are deployed carefully, for instance in art, and contribute to improvements in the overall quality of learning.

Middle leaders are contributing much more to the school's strategic direction. They are taking the initiative in driving improvements in their subjects, identifying training needs and helping staff to develop their subject knowledge. Middle leaders are also playing a fuller role in raising the quality of teaching through a more systematic and regular approach to monitoring planning and pupils' work. In English and mathematics, they have established initiatives that are helping teachers to plan learning more precisely so that pupils build their knowledge and skills securely.

Middle leaders have also contributed effectively to the training and development of learning support staff. This is aimed at gaining consistency in teaching, for example, calculations in mathematics and letters and sounds in English. In FS1 and FS2, middle leaders have ensured that learning support staff have the opportunity to gain relevant qualifications. There are improvements to the management of support for pupils with special educational needs. Through training and support, the special

educational needs coordinator is using a clearer method for identifying both need for, and the impact of, support.

A major piece of work this year has been the introduction of a new assessment system to meet the requirements of the new National Curriculum. In the light of drawdown, there has been helpful collaboration with the local SCE primary school on the choice of this system. Staff are working hard to get to grips with this, for example through moderating pupils' work together. There are sensible plans to produce a portfolio of work in the autumn term to demonstrate the new levels of attainment. A rigorous process for the handover of classes to their teachers for next year is about to happen so that no learning time is wasted in September.

In FS2, the proportion of children reaching a good level of development has risen substantially this year and is considerably higher than the national and SCE averages for 2014. Although girls have outperformed boys, as is the case nationally, there have been no significant differences between the attainment of the whole cohort and children who speak English as an additional language or those who are born in the summer. A very large majority of children have made at least expected progress in all areas of the early years curriculum. The proportion making accelerated progress is high in reading and mathematics across all groups. However, fewer children have made accelerated progress in their personal and social development.

The percentage of Year 1 pupils who achieved the threshold in the phonics screening this year rose significantly to above average. Almost all Year 2 pupils who were re-tested this year reached the expected level for Year 1.

By the end of Year 2, pupils' progress has picked up strongly this year in reading, writing and mathematics. There has been a notable rise in the proportion of pupils reaching a secure Level 2 in reading and writing. At the higher Level 3, performance in reading and writing is similar to that in 2014 and in line with the national average. However, in mathematics there has been a substantial rise in the percentage of pupils reaching this higher level.

Pupils' progress has also improved by the end of Year 6. The unvalidated Key Stage 2 national test results show a rise in the percentage of pupils reaching the expected level for their age. The rise is marked in writing, where results were a little below average in 2014. Far more pupils have reached the higher Level 5 this year in reading, writing, and, especially, mathematics. A small number of pupils successfully reached Level 6 in writing, mathematics and the spelling, punctuation and grammar test. The school's results in spelling, punctuation and grammar are high, with all pupils reaching the expected level for their age and almost three quarters reaching the level above.

The school governance committee (SGC) is playing a greater part in the leadership of the school. In the main, governors, including the Chair, are new and keen to increase their understanding of the school's work. To this end, each meeting is

preceded by a training session on areas such as the role of governors, interpreting the school's assessment data and the curriculum. Most recently, governors have been guided through a learning walk to gain a greater understanding of the contribution the school's environment can make to pupils' learning. Governors feel they are kept well informed by the school's leaders and that questioning and challenge are welcomed. The Chair has a vision for broadening the links between the school, the SGC and wider military community. Already, the school has benefited from an audit available through the regiment and the Chair can see the possibility of sharing some aspects of the school's leadership more widely.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

SCE continues to provide support and challenge to the school in a number of ways. The linked inspector holds leaders to account as well as providing support for middle leadership. Middle leaders appreciate the opportunity to gain a national qualification in leadership at this level. They feel that the course has helped them understand their roles more clearly and equipped them to step up. Some staff have benefited from programmes designed to raise the quality of teaching. Consultant support for early years (FS1 and FS2) and special educational needs is paying dividends.

Closer working links have developed between both the local SCE primary and secondary schools. There are plans to share good practice. In addition, the school is building closer links with the local authority in Wiltshire in preparation for drawdown.

I am copying this letter to the Director of Education Services for Service Children's Education and the Chair of the School Governance Committee.

Yours sincerely

Jane Austin  
**Her Majesty's Inspector**