



Haig Primary School

Inspection report

LEA Service Children's Education

Inspection dates 22-23 November 2005
Reporting inspector Jane Wotherspoon HMI

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

Type of School	Primary	School address	Mansergh Barracks Gutersloh BFPO 113
Age range of pupils	3-11	Telephone number	0049 5241 842296
Gender of pupils	Mixed	Fax number	0049 5241 842314
Number on roll	451	Chair of SAC	Lieutenant Colonel Stuart Skeates
Appropriate authority	Service Children's Education	Headteacher	Tony Berwick
Date of previous inspection	Nov 2000		

Age group	Published	Reference no.
3-11		132405

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Introduction

The inspection was carried out by three of Her Majesty's Inspectors.

Description of the school

Haig is larger than many primary schools. It serves an army community, often on high alert. Many pupils have a parent who is frequently absent from home while serving elsewhere. Many pupils come to school by bus. Most pupils are from White British backgrounds though a few are from Commonwealth countries and speak English as an additional language. The number of pupils who has special educational needs is broadly average. Many pupils join and leave the school at different times of the year as their parents are posted. An extensive programme to refurbish and redecorate the accommodation was completed in the summer before the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Haig school judges itself as effective but inspectors disagree. Parents are overwhelmingly positive in their support for the headteacher and the school. The school has a strong ethos. It is welcoming, friendly and has the care and welfare of pupils at its heart. Pupils' personal development is a strength. They behave well, share positive relationships with adults and other pupils, and work together effectively. However, there has not been a sufficiently strong focus on raising pupils' achievement and significant improvement is required, particularly in relation to standards in Key Stage 2. The school is beginning to improve by tackling its weaknesses with a sense of urgency. Leadership and management are satisfactory. Senior staff know what needs to be done and have put in place measures designed to bring about improvements. The school has the capacity to improve further if those with management responsibility ensure that these measures are applied consistently throughout the school and that the pace of change is increased.

The quality and standards in the Foundation Stage are good; pupils make a good start to their school life. They build on this good progress in Key Stage 1 but do not continue to make consistent progress at the start of Key Stage 2. As a result, standards are below average by the age of eleven. This is directly related to the variability in the quality of teaching which, while satisfactory overall, does not always offer enough challenge for pupils in Key Stage 2. The curriculum is satisfactory and enhanced by a good range of enrichment activities.

Grade: 4

What the school should do to improve further

- Improve the rate of progress that pupils make in Key Stage 2 in order to raise standards, particularly in English, mathematics and science
- Managers at all levels should ensure that measures introduced to bring about improvements to teaching are applied consistently and that the pace of change is increased
- Ensure that teachers use assessment information effectively to set targets and to provide work that consistently challenges pupils, especially the more able.

Achievement and standards

Pupils make a good start to school life in the Foundation Stage. Most achieve the levels expected for their age by the time they start school. They continue to make progress in Key Stage 1 and the majority meet expectations for seven-year-olds. Test results in reading, writing and mathematics were about average in 2005 although in previous years they have been higher.

Achievement is too variable in Key Stage 2. The school's assessment data shows that pupils make too little progress in Years 3 and 4 although they make more rapid progress at the end of their time in school. Results in tests at the end of Year 6 have been falling and were below average in 2004 and 2005. Too few pupils reach the expected levels for their age and do not achieve well enough given their capabilities. The school has correctly identified that pupils could be achieving more in English and mathematics but has not pinpointed precisely the groups of pupils that could do better. Lesson observations during the inspection indicate that more challenge is needed, especially for more able pupils.

Pupils' speaking and listening skills are good. They have plenty to say but this ability is not reflected in their written work. This is because their writing skills are not developed systematically over time. Pupils are not given enough planned opportunities to use their literacy and numeracy skills in other subjects.

Grade: 4

Personal development and well-being

Pupils enjoy school because they feel safe and secure and this view is endorsed by parents. Their attendance is good. Behaviour is good and pupils display positive attitudes to learning. They work and play well together and are courteous and respectful in the company of adults. The pupils' spiritual, moral, social and cultural development is good. They are developing a sense of right and wrong and celebrate each others achievements as a community. Through assemblies and planned personal, social and health education programmes, pupils confront issues such as bullying and racism and are beginning to appreciate what it means to be a responsible member of society. Opportunities are provided for pupils to develop values by exploring themes as a whole school. As a result, pupils learn about honesty, respect, forgiveness, and caring for the environment. By studying world religions and celebrating cultural differences pupils are learning what it means to live in a multi-racial society. They also visit local German schools, take part in joint sports days and in Year 6 become 'pen pals' to local children. The school council introduces pupils to the democratic process and fosters a sense of responsibility. Pupils know about how to keep safe and what is meant by a healthy lifestyle.

Grade: 2

Quality of provision

Teaching and learning

On balance, teaching is satisfactory but it is too variable in quality. It is consistently good in the Foundation Stage. Here, there is a strong focus on giving children opportunities to explore the world around them and to make choices that help them to become independent learners.

There are examples of good teaching elsewhere in the school, but not enough in Key Stage 2 to ensure that pupils make consistent progress. Where teaching has the best effect on pupils' learning, teachers ask questions that make pupils reflect; pupils are clear about what is expected of them and there is a sense of urgency about the pace of learning. Teachers capitalise on pupils' positive attitudes and enthusiasm with tasks that offer the chance to share their work, co-operate, discuss, and learn from each other.

Most of the lessons observed were satisfactory, giving an indication that the strategies put in place to improve teaching are starting to take effect. However, some weaker elements of practice remain. Teachers frequently spend too long talking at the start of lessons. As a result, pupils are passive and there is too little time for them to practise what they have been taught. Teaching assistants are not always deployed effectively at this time and sit watching the lesson. The demands on pupils are not always high enough and more could be expected of them. The marking of pupils' work is inconsistent; it does not always tell pupils what they need to do to improve.

Improving assessment has been a focus for staff training, but some inconsistencies remain. Some, but not all, teachers use time effectively at the end of lessons to check what pupils have learnt, understood and can do. More importantly, they use this information to modify the content of the next lesson. Systems for assessing pupils in the Foundation Stage are exemplary. Adults know exactly what every child can do and what they need to practise next in every area of learning.

Grade: 3

Curriculum and other activities

The curriculum is satisfactory and meets all statutory requirements. In the Foundation Stage, children have plenty of good opportunities to learn from structured experiences in all areas of learning. At Key Stage 1, the development of literacy and numeracy is supplemented by carefully planned topics that

include the skills and knowledge of other subjects. In Key Stage 2, emphasis is placed on English, mathematics and science as well as the development of key skills. However, not all pupils are given sufficient planned opportunities to use these basic skills in other subjects. Provision for pupils identified as having specific learning difficulties is good. The school does not provide effectively for pupils who are gifted and talented. Lessons are enriched with a good range of educational visits, including a residential visit for Year 6 pupils to the Harz mountains as part of their work in geography. Pupils benefit from the deployment of curriculum development teachers whose expertise in subjects such as the arts, drama, music, physical education and German has made a positive contribution to the breadth of the curriculum.

Grade: 3

Care, guidance and support

Care, guidance and support are satisfactory overall. Staff put pupils first and offer a good level of care that contributes to pupils' sense of well-being and ensures that they feel safe. Pupils report that there is very little bullying in school, but know who to approach should they have a problem. They have every confidence that issues will be resolved successfully. Pupils who join the school find it easy to settle in and say they get good support from the staff and other pupils. Child protection procedures are appropriately implemented and staff training in this area is regularly updated. Liaison with outside agencies is effectively managed so that pupils with specific needs have support quickly. The targets for these pupils are regularly updated and the special educational needs coordinator (SENCO) is well placed to track their progress and provide rapid intervention where needed. This is a model of good practice. However, information from assessing the majority of pupils is not used consistently to set targets and to guide pupils towards areas for improvement. At times, targets are not challenging enough. The target-setting process is still relatively new and has not been in place long enough to have a demonstrable impact on increasing pupils' progress.

Grade: 3

Leadership and management

Leadership and management are satisfactory. The headteacher has made an accurate assessment of the school's strengths and weaknesses and knows what needs to be done to improve. He is ably supported by a conscientious new deputy, whose management of the provision for pupils with special educational needs is good. Members of the senior management team have complimentary areas of expertise and are appropriately deployed. Subject leaders need further support to develop their role in monitoring the quality of provision and standards pupils achieve, in order to support the management of change. The

sharing of performance data with teachers has raised their awareness of the need to improve standards and to increase the progress pupils make year on year. Such initiatives are giving the school a common sense of purpose. Long-standing weaknesses in teaching are being addressed with some, though mixed, success.

The school improvement plan identifies the key areas for development but could be clearer about how initiatives are to be judged as successful in relation to pupils' learning. The school advisory committee (SAC) is taking an increasingly proactive approach to holding the school to account. The committee structure has been reorganised to enable members to monitor directly the effectiveness of the school improvement plan.

Grade: 3

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

Achievement and standards

How well do learners achieve?	4	
The <i>standards</i> ¹ reached by learners	4	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	4	
How well learners with learning difficulties and disabilities make progress	4	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3	
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	
How well are learners cared for, guided and supported?	3	

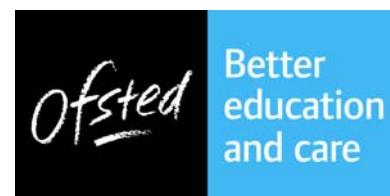
¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	N/A	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	
Does this school require special measures?	No	
Does this school require a notice to improve?	Yes	

The extent to which schools enable learners to be healthy	Delete as appropriate
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Delete as appropriate
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	Delete as appropriate
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	Delete as appropriate
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy.	NA

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Letter to pupils explaining the findings of the inspection.

Haig Primary School

30 November 2005

Dear Children

As you know, we have just finished inspecting your school and I am writing to tell you what we think. You made us feel welcome and we very much enjoyed talking to you. A special 'thank you' to those of you who came to tell us about your work and what you think of your school.

It is clear that you enjoy being at Haig. You behave well and are very polite to visitors. You take care of each other and are especially kind to those children who are new to your school. You know about issues such as bullying and racism and you are learning to be responsible members of the school community. We were pleased to see that you know how to keep yourselves safe, and that you are learning about healthy lifestyles.

Mr Berwick and all of the staff work hard to give you lots of opportunities to learn different things throughout the day and after school. You go on some interesting visits and you learn a lot about living in Germany. The adults in the school look after you well.

We think that some of you could be doing better in your work and working even faster, especially those of you in Key Stage 2. We have asked the teachers to give some of you harder work because we think you can manage it. We think that it is a good idea that your teachers give you targets so you know what to work on, but some of you were a bit confused about them. We have asked Mr Berwick to make sure you all have targets and that you all know what they are.

Best wishes

Jane Wotherspoon HMI
Christopher Keeler HMI
Pauline Robins HMI