



Haig Primary School

Inspection report

Unique Reference Number 132405
Local Authority Service Children's Education
Inspection dates 24-25 April 2007
Reporting inspector C Keeler HMI

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

Type of school	Primary	School address	Mansergh Barracks
School category	Community		Gutersloth
Age range of pupils	3-11		BFPO 113
Gender of pupils	Mixed	Telephone number	0049 5241 842296
Number on roll (school)	415	Fax number	0049 5241 842314
Appropriate authority	Service Children's Education	Chair of School Governance Committee	Lieutenant Colonel Stuart Skeates
		Headteacher	Mr A Berwick
Date of previous school inspection	22-23 November 2005		

Age group 3-11	Inspection date(s) 24-25 April 2007	Inspection no.
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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. 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 have learning difficulties/disabilities 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

Grade: 2

Haig School is a good school that no longer has the significant weaknesses identified at the previous inspection. It has made outstanding improvement over the past seventeen months. This is because the headteacher, together with the senior leadership team, has tackled the areas requiring improvement with rigour and determination. As a result, pupils make good progress. There exists a strong sense of purpose within the staff. They promote a 'can do' culture in which high expectations are the norm.

Pupils enter the school with standards that are just below those expected for children of their age. They make good progress in each key stage because of good teaching. National, end of key stage test results at the end of Years 2 and 6 improved dramatically in 2006 and were above the national average. A particularly good feature was the number of pupils attaining the higher levels in English, mathematics and science. This reflected the determination of the school to raise standards. An analysis of pupils' work and progress indicates that pupils are on target to achieve similar standards in 2007. Pupils with learning difficulties/disabilities also make good progress.

The quality of teaching has improved significantly since the previous inspection, particularly in Key Stage 2. Pupils' work is marked and assessed well. All pupils have challenging targets to which they aspire in order to improve. However, the link between marking and the setting of individual targets is not as tight as it could be. Some pupils do not fully understand their targets because the vocabulary teachers use is too technical.

The curriculum is well planned and meets statutory requirements. It is enriched by educational visits and a range of after school activities. Pupils identified as gifted and talented are given good opportunities to further develop their sporting and creative skills. Since the previous inspection pupils are given increased opportunities to apply literacy and numeracy skills in other subjects and this increases their understanding and skills. However, long term curriculum planning does not presently indicate in sufficient detail how these opportunities will be provided in the future.

Pupils' behaviour is exemplary during lessons and at play. Pupils are polite and demonstrate a strong sense of care for their friends. Bullying and racism happen very rarely in this school. Relationships between adults and pupils are good and help to foster a secure and caring environment where all pupils are given to chance to experience success.

A key feature of the school since the previous inspection has been the improved quality of leadership and management at all levels. The headteacher has a clear understanding of what needed to be done based on accurate self evaluation.

This awareness is augmented by a determination to drive through improvement initiatives. There is good accountability at all levels of management and this is helping to raise standards. The capacity to improve is good because the building blocks are now securely in place for further initiatives to bear fruit quickly.

What the school should do to improve further

- Simplify pupils' targets so that they find them easier to understand and more relevant to current work.
- Identify opportunities to apply recently literacy and numeracy skills in other subjects in greater detail.

Achievement and standards

Grade: 2

Pupils start the Foundation Stage with knowledge and skills that are slightly below those typical of children of their age, especially in elements of social development, language development and knowledge and understanding of the world. They make good progress across the areas of learning because of the wide range of activities they experience. So, when they start Year 1, nearly all pupils have reached the learning goals expected at the end of Foundation Stage 2. Some exceed expectations. Physical development is generally good but aspects of language and mathematical development are not as strong.

The decline in test results noted in the last inspection has been halted. Results at Year 2 and Year 6 in 2006 improved and, with the exception of writing in Key Stage 1, were above national and SCE averages in all aspects. The school's targets were exceeded and the focus on improving standards in writing was effective in Key Stage 2. Significantly, the good proportion of pupils attaining higher levels, Level 3 and Level 5 at Years 2 and 6 respectively was an indication that able pupils reached the standards of which they are capable. The school has convincing evidence from its careful analysis of the progress pupils make each term that above average standards can be maintained. The bar has been raised.

Pupils achieve well throughout the school. Since the last inspection the progress of pupils in Key Stage 2 has improved significantly. Pupils make good progress from term to term and from year to year. They have made up lost ground. Pupils with learning difficulties make good progress against the small-step targets set for them.

Personal development and well-being Grade: 2

Many pupils start school at times other than at the beginning of the academic year. They settle in quickly because of the friendly attitudes of the pupils, who go out of their way to make new entrants feel welcome. In some classes expectations of pupils' attitudes and behaviour are incorporated in personal targets. This approach is proving to be effective in developing pupils' positive working habits. However, it is not used in every class. Behaviour in lessons and around the school is exemplary, as are the manners displayed by pupils, particularly when inter-acting with adults. Relationships between staff and pupils are very good. One of the major benefits of the good relationships is that pupils are confident to turn to adults for advice or help. They know that they will receive a sympathetic hearing. Incidents of bullying and racism are very rare and this reflects the effective 'zero tolerance' policy adopted by the school.

Pupils' spiritual, moral, social and cultural development is good. Pupils are introduced to a range of faiths and learn about other cultures. As a consequence, pupils develop a respect for and an understanding of, differences in people. Good opportunities are provided for pupils to engage in and appreciate music and art, which opens their eyes to the world around them. Pupils have a strong sense of right and wrong. This is enhanced through a behaviour management policy that rewards good conduct and involves pupils in recognising what is unacceptable, and what might be a more fitting course of action. The school council enables pupils to make a positive contribution to the school community and they learn a range of organisational and personal skills. Pupils benefit from a programme of sex and relationships education and sessions devoted to raising their awareness of the dangers associated with drug and alcohol abuse. The school is working towards the Healthy Schools Award as a way of extending pupils' understanding of the need to eat healthily and keep physically fit.

Quality of provision

Teaching and learning Grade: 2

Teaching is good across the school. Lesson planning sets out clearly what teachers expect pupils to learn. Older pupils talk knowledgeably about the 'success criteria' for the lesson and this gives them a firm understanding of what they are doing and why. Improved procedures for assessing pupils' progress mean that teachers know what their pupils can do and where they need more support. Annotated lesson plans show that teachers adapt tasks according to pupils' needs, although at times the work set could be more precisely targeted. Teachers allow sufficient time for pupils to practise what they have been taught, but sometimes they do not allow sufficient thinking time

for pupils. Pupils' learning is checked effectively at the end of each lesson to help teachers plan what to do next.

The quality of relationships between staff and pupils are a significant strength that underpin the calm working ethos in classes and foster pupils' positive attitudes to learning. Younger pupils respond positively to the praise and encouragement of the adults who work with them. Teachers' expectations of pupils' behaviour and achievement are high. Teaching assistants are deployed effectively with a clear brief for the work they do. Consequently, they make a valuable contribution to the progress of the pupils they support.

Teachers' marking of pupils' work is now a strong feature of their practice, especially the marking of pupils' writing. Pupils are given a clear indication of what they need to do to improve. Older pupils know and understand their targets, but younger pupils do not always understand the language teachers use. Targets are not always reviewed promptly and at times do not relate closely to pupils' current work.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good overall and outstanding in Foundation Stage 1. The curriculum in Key Stages 1 and 2 meets statutory requirements. Since the previous inspection, increased emphasis has understandably been placed on English, mathematics and science in order to raise standards in these core subjects. Since the previous inspection increased opportunities are given for pupils to apply recently acquired skills, including those relating to literacy and numeracy in other subjects. However, while opportunities to do this are highlighted within the overall curriculum plan they are not sufficiently detailed in terms of what it is pupils will do and learn.

Pupils are also given a variety of learning experiences that enables them to acquire and develop a good range of skills. The school identifies gifted and talented pupils. These pupils are set challenging work during lessons and are also given further opportunities to develop their particular talents, whether it be in music, art, mathematics, dance, gymnastics or design technology. The provision for pupils with learning difficulties/disabilities is good and is frequently appraised in order that their learning needs are accurately identified.

A curriculum enrichment option programme runs for short periods during the year. Through this pupils in Key Stage 2 acquire skills and knowledge related to their interests. The programme is taught by teaching staff with appropriate knowledge and expertise. The mixed aged groupings help pupils develop a range of social skills as they come into contact with teachers and pupils with whom they are not initially familiar. Visits to places of local interest help to enrich the curriculum, especially the residential visit to the Harz Mountains, which pupils talk about fondly.

Care, guidance and support

Grade: 2

Without doubt, the staff of Haig School put the welfare of their pupils first and this is reflected in the very good and respectful relationships which exist between pupils and staff. There are secure systems in place to ensure that pupils are kept safe and staff training in child protection is regularly updated. The school actively seeks opportunities to involve partners in their work and one example of this is the successful parenting week which takes place in the autumn term. Those pupils who have learning difficulties are well supported and the quality of their individual learning plans (IEPs) is exceptional. These are closely monitored and regularly reviewed to ensure pupils achieve their targets. Target setting and tracking are used consistently throughout the school. Pupils' performance is monitored very thoroughly and the school uses this information effectively to influence teaching and target support. However, some targets are not clearly understood by all the pupils as the language they are written in is too complex and sometimes the targets are in place for too long.

Leadership and management

Grade: 2

The strong leadership and systematic management of the headteacher has enabled the school to improve rapidly. This is a view endorsed by many parents and by staff. The headteacher is well supported by the deputy headteacher, whose complementary skills strengthen the senior leadership team. The leadership of provision for pupils with learning difficulties is innovative and provides a model of good practice for other schools to follow. The senior team leads by example through teaching and the rigour with which it monitors all aspects of the school. Middle leaders understand and recognise that their role is to monitor and ensure that standards and the quality of teaching are maintained. This reflects a shift in culture within the school since the previous inspection. All staff are now held accountable for the progress made by pupils and accept this responsibility as an important part of their management role.

The School Governance Committee (SGC), and the chair in particular, have given strong support to the school. It has undertaken training and evaluated the methods by which it holds the school to account. As a result, it is a strong body which knows the questions to ask and has a very good understanding of the school's strengths and weaknesses. SGC members use first hand experience from their 'learning walks' to effectively monitor the school's performance.

The senior leadership team has put in place a consistent approach to monitoring the work of the school and pupils' progress. This has been central to ensuring that management systems are secure and effective. It enables the school to make accurate judgements about its strengths and weaknesses.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall
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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?	2
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2

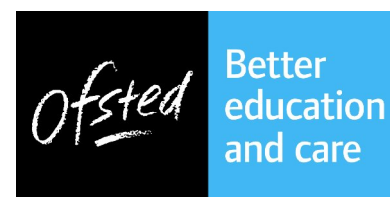
¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



The Pupils
Haig School
Mansergh Barracks
Gutersloth
BFPO 113

30 April 2007

Dear Pupils

As you know I came to your school with two other inspectors recently to find out how well you are learning. Everyone made us welcome and helped us to find out about your school. We were very grateful to all the children who talked to us, especially the school council.

This letter is to tell you what I found out. Your school is better now than the last time inspectors came seventeen months ago. This is because the headteacher and all of the staff have worked so hard to make improvements. You told me that it is a good school and I agree.

These are things that are particularly good:

- The headteacher provides good leadership and is well supported by his deputy and all of the teachers and adults working in the school.
- Teaching is good and you also get good support from teaching assistants.
- You are making good progress and reaching high standards in English, mathematics and science.
- Your behaviour during lessons and in the playground is excellent.
- You are looked after well at school.
- There are many activities for you to get involved with after school.

To make your school even better I have asked the head teacher to:

- Make sure that you understand your targets and that they link with the work that you are doing in class
- Make sure that you have further opportunities to practice your literacy and numeracy skills in other subjects.

You can also help by continuing to work hard during your time at Haig.

Yours sincerely

C Keeler
Her Majesty's Inspector

