

Haig Primary School

Mansergh Barracks, Gutersloh BFPO 113

Inspection dates 24–26 November 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, supported by other senior leaders in the school, has set consistently high expectations for the quality of teaching. The climate for learning is very positive and staff share the headteacher’s vision for improvement.
- Pupils’ outcomes at the end of each key stage have improved rapidly. Pupils make good progress from their starting points as a result of the effective teaching of reading, writing and mathematics. Pupils are well prepared for their secondary education.
- Teachers plan lessons that make links between subjects in the broad curriculum. Pupils develop their mathematics and English skills across a range of subjects.
- Pupils enjoy school life and are enthusiastic to learn. They are confident to talk about their work and are proud of their school.
- Pupils receive regular, detailed and helpful feedback about what they are doing well and what needs to improve.
- Staff working with pupils with disabilities and those with special educational needs understand them very well. They work flexibly to adapt tasks, ensuring that pupils can take part in activities and make good progress.
- Children in the early years make rapid progress. Teachers and other adults use regular and accurate assessments to plan learning opportunities that challenge children very well.

It is not yet an outstanding school because

- Pupils’ progress in writing slows at the beginning of Key Stage 1. Teaching does not always build on pupils’ starting points from the early years.
- Teaching does not always focus well enough on how to promote rapid progress for the most-able pupils.
- Leaders do not have a secure understanding of the quality of teaching or progress in subjects such as geography, history and physical education, which they can use to drive improvements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to ensure that all pupils make good or better progress in all subjects and year groups by ensuring that:
 - teachers in Key Stage 1 plan work which matches pupils' needs, fills gaps in their learning and builds on their existing skills in writing
 - teachers use their assessments better to plan activities that will accelerate the progress of the most-able pupils
 - leaders check the quality of teaching and learning in subjects other than mathematics and English and use this information to tackle weaknesses and share good practice.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, supported by other senior leaders and the school governance committee, has established a positive culture of continuous improvement. High expectations and appropriate accountability lie at the heart of the school's work.
- Leaders know the school's strengths and weaknesses well. Plans for improvement flow from accurate self-evaluation. These plans have been effective in addressing areas of concern from the previous inspection and have secured significant improvement in teaching and pupils' progress.
- Leaders track pupils' progress in reading, writing and mathematics regularly and rigorously. They monitor teaching, learning and assessment by observing in lessons, scrutinising planning and reviewing pupils' work. Senior leaders use this information to challenge teachers and to manage their performance well. Leaders provide constructive guidance to teachers to help them improve and ensure that they have the training they need.
- The headteacher's pragmatic approach has also secured significant improvements in the quality of teaching. He has utilised the strengths of staff creatively to secure the best outcomes. For instance, he has organised the weekly release of class teachers by deploying teachers who have expertise in teaching music, art and outdoor learning in the natural environment.
- Senior leaders meet with teachers to identify pupils who may be falling behind. They look closely at the barriers to progress and consider additional support and teaching strategies to help pupils catch up. However, they do not consider the needs of the most-able pupils in the same depth.
- Leaders do not employ the same rigour in checking the quality of teaching in subjects other than mathematics and English. Although improvements in teaching are making a difference in other subjects, leaders do not check well enough that pupils are making good progress in developing subject-specific skills in subjects such as history, geography and physical education.
- Well-established peer observations, when teachers pair up to observe each other's lessons, are helpful in sharing good practice and securing consistency. All teachers follow whole-school procedures for marking and feedback, target-setting and how pupils present their work.
- Middle leaders, particularly those responsible for mathematics and English, contribute well to driving improvement. As well as monitoring the impact of teaching in their areas of responsibility, they provide effective training and support for colleagues. The special educational needs coordinator has ensured that teachers, teaching assistants and learning mentors have the knowledge and skills they need to help pupils access the curriculum and make good progress.
- The curriculum is broad and balanced. Pupils have good opportunities to develop their English and mathematical skills across a range of subjects. A programme of visits to the local area and beyond, religious education lessons and topic work help pupils to develop their knowledge of life in Germany, the United Kingdom and the wider world.
- The rich curriculum contributes well to pupils' enjoyment and spiritual, moral, social and cultural development. Pupils have regular opportunities to appreciate and make music. They enjoy singing in assemblies and in the school choir. They study the work of artists from a range of cultures and enjoy making art themselves.
- Assemblies give pupils regular opportunities to consider their place in the world. The school promotes British values well. Pupils have a good understanding of British institutions, the rule of law and democracy. Pupils study major world religions and celebrate festivals from a range of faiths. Relationships in the school are respectful and pupils demonstrate tolerance and respect for other people.
- Consultants and advisers from Service Children's Education (SCE) visit the school regularly to evaluate and check on its progress. SCE has ensured that a headteacher is in place to lead the school following the imminent departure of the current headteacher. The new headteacher is currently leading a local SCE school that is due to close. Remaining pupils from the closing school will join Haig. SCE leaders have enabled a period of transition to ensure a smooth handover from the current headteacher to the new headteacher.

■ The governance of the school

- Several members of the school governance committee (SGC) are new to their roles, including the Chair. However, all members of the SGC have regular and effective training to help them fulfil their roles. They have a good understanding of the school's strengths and know where it needs to improve.
- Training in analysing achievement information has helped committee members challenge school leaders appropriately. They scrutinise improvement plans and policies to ensure they reflect current priorities for improvement. Typically, the school amended the mathematics policy after a member of the SGC pointed out that it lacked sufficient focus on the most-able pupils. The school's improvement plans include pertinent questions for members of the SGC. This helps members to check the school's progress in meeting its targets.
- Committee members visit the school regularly to look in classrooms and talk to pupils. Some members are leaders in local SCE schools and this is helpful in making links between schools. Committee members have identified ways that schools can learn from each other and have acted on them to improve teaching and learning.
- The Chair of the SGC is determined to improve communication between the school and the regiment so that school leaders are well prepared for the challenges that some families may face.
- Members of the SGC see their role as acting as critical friends, and they do this well.
- The arrangements for safeguarding are effective. Leaders have recently updated the school's policy and it meets requirements. It provides clear guidance to adults about how to identify possible harm and the procedures to follow. Staff receive regular training at an appropriate level.
- The school works closely with welfare agencies from the garrison to address any emerging concerns. The school keeps an accurate record of the necessary pre-employment checks. Leaders quickly addressed a clerical error identified during the inspection and the safeguarding policy is now published on the school's website.

Quality of teaching, learning and assessment is good

- Teachers typically have good subject knowledge. They have embraced the new National Curriculum requirements. This is evident in mathematics where pupils have good opportunities to apply their secure knowledge of number to problem-solving.
- The very effective teaching of phonics (the sounds that letters make), which begins in the early years, means that pupils have the basic knowledge they need to be successful readers. Teaching in the early years ensures that pupils make the link between reading and writing in their phonics lessons. This ensures they have a strong foundation to develop their writing skills. However, some of the phonics teaching in Key Stage 1 does not make these important links with writing and here teachers do not build well enough on the good start pupils have made in writing.
- Teachers use their assessments to plan lessons that meet pupils' needs and challenge them. However, progress slows at the beginning of Key Stage 1 because teaching does not take full account of pupils' starting points. This is particularly the case in writing. Although pupils have very regular opportunities to write for a range of purposes, sometimes teachers do not do enough to extend pupils' ability to write increasingly more complex and accurate sentences in Year 1.
- Pupils receive detailed feedback about what they have done well and what needs to improve. They are given time to act on this feedback and take these opportunities seriously, ensuring that errors are not repeated. For instance, teachers highlight spelling mistakes and pupils put them right. The quality and frequency of teachers' marking comments play a pivotal part in promoting pupils' progress.
- Teachers ensure that pupils know precisely what they are going to learn and why. They give pupils clear guidance so that they will know how to be successful in their lessons. By the time pupils reach Year 6 they are able to identify these 'steps to success' for themselves. This deepens pupils' understanding of their own learning.
- Teachers link subjects together effectively. This adds to pupils' enjoyment of lessons and their engagement because they can draw on their knowledge in the wider curriculum and they can recognise a context for their learning. A typical example of this was in Year 3 where pupils were developing their knowledge of measures by preparing potions from fluids linked to their rainforest topic. Pupils worked responsibly and enthusiastically to measure and then used their knowledge of addition to accurately add the quantities.

- Teachers encourage pupils to explain their thinking and their answers to each other. This promotes their confidence and understanding. Teachers target their questions to ensure that pupils fully understand. They use this ongoing assessment to reshape lessons if necessary. Teachers are aware of the school's focus on improving the attainment of the most-able pupils. However, they do not always plan what more they can do to accelerate the progress of this group of pupils.
- Teaching assistants make a valuable contribution to learning. They support pupils well, including pupils with disabilities, those with special educational needs and pupils who are new to learning English. Teaching assistants work particularly well with pupils who find it difficult to conform to the school's expectations of behaviour. They use an impressive range of strategies to ensure that pupils remain focused and achieve well.
- Teachers have high expectations for pupils' conduct in lessons. They use the school's new reward system to encourage pupils to focus and do well. Pupils usually try hard to do their best, but occasionally they lose focus in parts of lessons and need reminders to stay on task.
- All of the parents who completed the online questionnaire agree that teaching in the school is good and that their children make good progress.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite, confident and articulate. They talk confidently about their work and appreciate the help they receive. They respect each other, their teachers and other adults. Pupils are proud of their school. They adhere to the school's dress code and wear their uniforms proudly.
- Pupils are positive about teaching and know that they can turn to an adult if they need help. They appreciate the good care they receive in the school.
- Pupils who are new to the school settle quickly and find new friends. The school manages their transition into school well.
- Pupils' attendance is average and improving. The school works effectively with parents and garrison welfare staff to improve attendance.
- Members of the school council take their responsibilities seriously and fulfil their duties diligently. They enjoy making decisions about the school. Pupils can make suggestions for further ways they could take responsibility in the school. They do not currently have these opportunities.
- Staff are alert to safeguarding issues. They follow school procedures if they have welfare or child protection concerns. The designated lead for child protection works appropriately with other agencies and with parents to help keep pupils safe.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in the school. They usually move sensibly around the school and know that it isn't safe to run indoors. They are proud of the 'dojos' or house points they receive for good behaviour and for meeting their learning targets. Widespread respectful relationships contribute well to pupils' behaviour.
- Pupils usually apply themselves well in lessons. They respond appropriately to teachers' reminders when they drift off task.
- The school's systems for managing behaviour are effective. Where behaviour has been less than good, as was the case for a small minority of pupils, adults support pupils well to improve.
- Pupils say they feel safe at school. Their parents agree. They can identify risks in school or on the playground. They know what to do if somebody needs first-aid and what the fire procedures are.
- Pupils know what bullying looks like but say it rarely happens in school. They know how to keep safe when using the internet and know that it is not safe to share their personal details.

Outcomes for pupils

are good

- Pupils' outcomes have improved rapidly and significantly since the previous inspection. Pupils make good progress from their starting points. Their outcomes in reading, writing and mathematics, by the time they leave school, are above average.
- The proportion of Year 1 and Year 2 pupils who reach the expected level in their knowledge of phonics is above average because of effective teaching that begins in the early years.
- Pupils read regularly at school and at home. They enjoy visiting the school library and they can name their favourite authors. Occasionally in Key Stage 1, the books that pupils take home to read do not help to develop fluency because they are too challenging.
- Pupils learn to write at length and for a range of purposes. The quality of pupils' writing in topic books matches that found in their English books because teachers' expectations are consistently high. Teachers use the school's long-term plans for the curriculum to plan lessons that extend pupils' writing skills, but this is done less effectively in some Key Stage 1 lessons.
- The school monitors the progress of all groups of pupils carefully. This focus on ensuring that no pupils fall behind is paying dividends. This is particularly the case for pupils who are new to the school and those with special educational needs, who make good progress. The work in pupils' books is evidence of the good progress they now make.
- The progress and attainment of pupils who are new to English compare favourably with those of other pupils. They receive good support, including individual help with new vocabulary and additional preparation for new learning.
- The most-able pupils are making much better progress now and increasing proportions of them attain the higher Level 5 in reading, writing and mathematics by the time they leave school. Although school leaders and teachers track the progress of this group carefully, they do not fully consider what more they can do to accelerate their progress.
- Gaps in attainment between boys and girls when they join the early years close quickly. There are no discernible differences between boys' and girls' attitudes to their work or their achievement in Key Stage 1 and Key Stage 2.
- Pupils sing well and with confidence. The range of their work across the arts enhances their awareness of cultural differences. Pupils have well-developed social skills, and they usually make good choices about their behaviour. They work and play together well.

Early years provision

is outstanding

- Children in the early years make rapid progress from their starting points because teaching meets their individual needs extremely well. Children thrive in an environment which promotes their welfare and progress admirably. The proportion of children meeting and exceeding the early years learning goals and who achieve a good level of development at the end of the Early Years Foundation Stage is above average and has improved over three years. Gaps in achievement between boys and girls are closing quickly.
- Teachers make very regular and accurate assessments of children's knowledge and skills. They plan stimulating activities across all areas of learning which thoroughly engage children because they follow their interests, and are challenging and fun to do.
- Teaching ensures that children develop early reading, writing and mathematical skills rapidly. Phonics teaching is very effective and makes strong links with writing. Boys and girls enjoy writing and recording numbers as a natural part of their play.
- Children have very regular opportunities to enjoy stories at home and at school. The evident culture of reading in Key Stage 1 and Key Stage 2 begins here.
- Adults place great value on all of the learning opportunities and children do the same. Children in the Early Years Foundation Stage were using real tools to make wooden objects, for example. They did this with high levels of enthusiasm and great care because of the clear guidance and sensitive support they received.

- Children behave very well because they are engrossed in learning. Routines and expectations are well established and adults are extremely responsive to their needs. Children’s personal and social development are promoted consistently well. Children take turns and cooperate with each other, demonstrating a level of maturity beyond their years.
- Adults intervene in activities with sensitive and purposeful questions that extend children’s language and learning. Adults ensure that no opportunities for learning are lost.
- Children who speak English as an additional language make equally good or better progress because they are encouraged and enabled to join in. A teaching assistant greets the Fijian children and their parents in their home language, making them feel welcomed and included.
- The school’s work with parents makes a very valuable contribution to learning. Teachers and other adults demonstrate to parents what good learning looks like during stay-and-play sessions, when they focus on one area of learning in turn. Parents contribute to attractive learning journeys with achievements at home. The school celebrates the cultural diversity of the children. Families help to create ‘culture wheels’ which reflect their beliefs, traditions, interests, languages, travel and favourite songs.
- Leadership of the early years demonstrates clarity of purpose and a determination to improve, based on an accurate evaluation of strengths and weaknesses. Leaders of the early years check the impact of their actions on the quality of teaching and children’s progress.
- Leaders manage staff performance very successfully. They give staff regular and very helpful feedback on the quality of their work and set targets linked to priorities for improvement, including to close the gaps in achievement between boys and girls.
- Leaders ensure that there is consistency in the quality of teaching across all of the classes in the early years, on both sites. During the inspection, a temporary teacher was covering a maternity leave but the quality of teaching remained outstanding because high expectations, policies and procedures are firmly established and well understood.

School details

Unique reference number	132405
Local authority	Service Children's Education
Inspection number	10007991

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

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	338
Appropriate authority	Service Children's Education
Chair	Colonel Karl Harris
Headteacher	Colin Fleetwood
Telephone number	0049 5241 843840
Website	www.haig.sceschools.com
Email address	sce.haig@sceschools.com
Date of previous inspection	3 July 2014

Information about this school

- Haig is a larger-than-average-sized primary school which serves a military community. The school roll is reducing rapidly as a result of the drawdown of military services in Germany.
- 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 from the age of three. There are two settings for this year group, one at the main site and another smaller one about 20 minutes away.
- Almost all pupils live some distance away. 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 pupils with disabilities and those with special educational needs is broadly average.
- Pupils whose first language is not English make up about a quarter of the school. This proportion is around the average for schools in England.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher is due to leave the school by the end of the autumn term 2015. A new headteacher from a nearby SCE school is due to take over the leadership of the school.

Information about this inspection

- Two of Her Majesty's Inspectors carried out this inspection over three days.
- Inspectors observed teaching and learning in all of the classrooms. They listened to pupils read and looked at the work in pupils' books. They also observed assemblies and choir practice.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtimes. They met with two groups of pupils and talked to other pupils informally.
- Inspectors analysed achievement information for different groups of pupils including the most-able pupils, those who speak English as an additional language and pupils with special educational needs. They compared the outcomes for pupils who have attended the school for longer and shorter periods of time.
- Inspectors held meetings with the headteacher, two deputy headteachers, other senior leaders, subject leaders, members of the school governance committee, two representatives from Service Children's Education (SCE) and the headteacher designate.
- The inspection team evaluated a range of evidence and documentation that the school provided, including school improvement plans, the school's self-evaluation, minutes of the school governance committee, safeguarding records, behaviour logs and monitoring records.
- Inspectors took account of 44 responses to Ofsted's online parent survey, Parent View, and talked to parents as they dropped their children off for school and during a stay-and-play session in the early years.
- Inspectors considered 59 questionnaires completed confidentially by staff.

Inspection team

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Her Majesty's Inspector

Abigail Wilkinson

Her Majesty's Inspector

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