

Kiwi Primary School

Inspection report

Unique Reference Number	126248
Local Authority	
Inspection number	362799
Inspection dates	15–16 March 2011
Reporting inspector	Sheila Browning

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Nursery
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Capt Neil Darvill
Headteacher	Susan Raeburn
Date of previous school inspection	5 November 2009
School address	Hubert Hamilton Road Bulford Camp Salisbury SP4 9JY
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Introduction

This inspection was carried out by an additional inspector. The inspector observed nine lessons or parts lessons taught by six different teachers and looked at a range of documentation including safeguarding policies, records of the work of the governing body, monitoring and assessment information and a sample of pupils books. Meetings were held with the Chair of the Governing Body, other members of the governing body, pupils, a representative from the local authority and middle and senior leaders.

The inspector reviewed many aspects of the schools work and looked in detail at a number of key areas.

The progress made in addressing the areas for improvement identified in the last inspection.

Pupils achievement in English, mathematics and science.

The capacity the school has to sustain further improvements.

All statutory procedures for safeguarding, including the statutory welfare requirements for children in the Early Years Foundation Stage.

Information about the school

This school is smaller than average. Almost all pupils are from service families based on the camp. The school is becoming more ethnically diverse, with rising numbers of pupils from a variety of ethnic backgrounds. The large majority are White British but there are also significant numbers of pupils with Nepali, Black African and Fijian heritages. The proportion of pupils who speak English as an additional language, or who have special educational needs and/or disabilities, is above average. The proportion of pupils known to be eligible for free school meals is lower than average. Many more pupils than average leave or join the school other than at the usual times, as many as two thirds in some classes. The Early Years Foundation Stage caters for children aged three to five, with 20 part-time Nursery places and one full-time Reception class. A childrens centre, not managed by the governing body, opened in January 2011, and was not inspected as part of this inspection.

When the school was inspected in November 2009 it was judged to require special measures. Monitoring inspections were conducted in April and September 2010 to assess the progress made towards addressing the issues raised in the 2009 inspection. The schools progress was judged to be inadequate and good respectively on these occasions. Since the last inspection there have been significant changes in staffing and the senior leadership team has been restructured. A new Chair of the Governing Body and two new parent governors were appointed. During this period the school was supported by an advisory headteacher and a consultant for special educational needs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

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 special measures.

Kiwi School now provides a satisfactory standard of education. Some aspects of the schools work are good, such as the Early Years Foundation Stage provision and the quality of care, guidance and support. Several aspects of pupils personal development are also good: they enjoy school, and their behaviour, attitudes to learning and to each other reflect the schools strong emphasis on ensuring their safety and well-being. Parents, carers and staff share the view that the improvements made are a result of the strong leadership of the headteacher. She is ably supported by senior leaders, secure systems and effective self-evaluation procedures that have all helped to underpin the schools success in tackling previous weaknesses and demonstrate the schools good capacity to improve further.

For the first time in several years, attainment in 2010 was in line with national averages for literacy, mathematic and science at the end of Key Stage 2. Pupils rising attainment is matched by their improved rates of progress and, while these are still no more than satisfactory measured over time, in the last 12 months a large majority made good academic progress. Good progress is evident in the Early Years Foundation Stage. All groups of pupils, including those with special educational needs and/or disabilities, make similar progress to those nationally. Pupils are making up for lost ground, although their attainment in mathematics is lower than in English and science. Accurate assessment information is used effectively to pinpoint any likely underachievement and to trigger interventions and support programmes for those most vulnerable.

The quality of the curriculum, teaching and learning has improved since the last inspection visit because senior leaders have raised teachers expectations about what pupils can and should achieve. Teaching is now more focused on what pupils will learn and offers good opportunities for pupils to work together and to develop their speaking and listening skills. In a minority of lessons, however, the pace is too slow, pupils are insufficiently challenged and work is not properly matched to their needs. The school has worked hard to improve the curriculum and the increasingly good use of partnerships, together with good parent and carer involvement, contributes strongly to pupils learning opportunities.

The school now has a much stronger profile in the local community and its approach to community cohesion ensures pupils have a good opportunity to participate in local events. The development of pupils understanding of schools and communities elsewhere in the United Kingdom and abroad is not as well developed.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment in mathematics by:
 - increasing practical learning experiences especially at the start of new topics
 - ensuring there is an appropriate level of challenge in lessons
 - explicitly teaching basic mental mathematics methods.
- Improve the quality of teaching and learning so that at least 70% of lessons are good by:
 - ensuring work is well matched to pupils needs and interests
 - increasing the pace in lessons to move learning on more rapidly
 - encouraging pupils to become critical thinkers and independent learners.
- Develop pupils knowledge and understanding of communities beyond the immediate locality to include those in contrasting United Kingdom and global locations.

Outcomes for individuals and groups of pupils

3

Pupils are keen to learn in this happy, safe and well-integrated community where newcomers are quickly made to feel they belong. Pupils have a good understanding of the importance of staying safe and healthy. Many participate in extra-curricular sports like hockey and cross-country running and they enjoy taking responsibility as play leaders and members of the school council and by organising fundraising for charities.

Despite the small cohorts and the high numbers joining and leaving throughout the school year, the schools data show that, although many join with skill levels below those usually seen, those staying at the school for two years or more often achieve better than those nationally. Pupils learning English as an additional language achieve particularly well. Work in pupils books and in lessons shows that, across the school, rates of progress are accelerating and the legacy of previously inadequate provision is being overcome. Because teaching has steadily improved over the last two years, pupils are appropriately prepared for the next stage of their education. Pupils work is generally well presented, but their handwriting is not well developed in some year groups. Pupils know their targets and older pupils can explain what they need to do to move up a sub-level.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In the weaker lessons, too much teacher talk and pupil inactivity limit pupils opportunities to develop as independent critical thinkers and learners. However, there are now many more exciting lessons where pupils are highly engaged. Pupils in Years 1 and 2, for example, thoroughly enjoyed exploring ostinato rhythms playing percussion instruments, while pupils in Years 3 to 6 presented and critically appraised each others descriptions of characters and famous people in readiness for a charity quiz. Lesson planning has improved and staff have responded well to training, advice and support. Teachers use assessment information to plan meaningful activities that generally meet pupils wide ranging levels of ability. The use of assessment and tracking data in literacy and numeracy has improved significantly, although less so in science. Pupils now receive better quality feedback through teachers marking.

There is much good work on display that reflects the lively curriculum. Pupils said that the survival day run by the Royal Engineers, national days and the early morning mathematics club are great fun. The provision for pupils with special educational needs and/or disabilities is much improved and now ensures that they make better progress than before.

Good attention is given to pupils welfare and well-being. The school works very effectively with a range of external specialist support services and army welfare officers. As a result, there are striking examples of where pupils have improved their attendance and

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behaviour. Targeted one-to-one support and booster groups have proved most successful in raising pupils self-esteem, especially those with special educational needs and/or disabilities. There are better support and resources for those who speak English as an additional language and the school is also involved in a multi-lingual, dyslexia pilot for pupils with English as an additional language to improve further its provision in this area. Strong links with the childrens centre ensure that pupils and their families, including those whose circumstances may make them vulnerable, are well supported and settle quickly. Health advice and skill-related workshops are popular and have resulted in increasing numbers of parents and carers volunteering to help in the school on a regular basis.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

This is the area where most improvement was required and the significant strengthening of leadership has had a positive impact. The headteacher provides dynamic and determined leadership which is raising attainment and improving provision. Having secured stable staffing and a leadership team she has been able to delegate responsibilities, and senior leaders have risen to the challenge. Staff have responded well to the culture of high expectations and are equally driven to improve their own performance and to achieve better outcomes for pupils.

While the school has valued the good support from the local authority, its leaders own involvement in wider strategic planning and self-evaluation is secure. Monitoring is rigorous, and the impact of regular pupil progress meetings, observations of the quality of teaching, work scrutiny and focused reviews, such as those for special educational needs and the curriculum, is visible across the school. The improvement in pupils outcomes in part reflects the concerted efforts made by the school to tackle any discrimination and promote equality of opportunity. The successful engagement of parents, carers and the local community can be seen in the parent caf??, workshops and the popular cultural diversity day. These all help support parents and carers to contribute positively to pupils achievement, well-being and development.

The governing body now has a sharper understanding of the strengths and weaknesses of the school; in the words of one governor, We are in a stronger position school data are very transparent. Governors are starting to challenge the schools performance, while at the same time they are very supportive of staff on the journey of improvement. Effective procedures are in place to ensure the safeguarding of all pupils. Childrens safety is given a high priority and all health and safety requirements fully met. Changes since the last inspection have resulted in all members of the school community developing a stronger

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sense of shared commitment and belonging. As a result, community cohesion has improved significantly locally but is not as well developed further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children join the Nursery with lower skill levels than expected for their age, especially in communication, language and literacy and in aspects of mathematical development. They make good progress through the Nursery and Reception years so that by Year 1 their skills are broadly average. Children quickly settle and the school builds and maintains good relationships with parents and carers. The quality of the provision is good, especially for play-based activities indoors and outdoors, although the outdoor area is awaiting a canopy.

Children choose their own activities and enjoy learning through role play, as doctors examining patients, for example, or as fire-fighters checking over the fire engine. During the inspection, children enjoyed dancing and swirling ribbons to music, weighing ingredients and making cup cakes for Red Nose Day, and writing a book about the things they could do. Adults engage children's interests well and, by using skilful questioning, help them to extend their vocabulary and confidence and develop higher-level thinking skills. Children also develop good personal qualities, such as sharing equipment and eating sociably at snack times. As one parent stated, My child loves it here. Children's progress is carefully recorded and they enjoy taking Tony the tiger home so that parents and carers can record their weekend activities and contribute to the comprehensive learning journals. The provision is well led and managed. Leaders plan well to provide focused activities that stimulate children's imagination and ensure that they are kept safe. All statutory welfare requirements are fully met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. However, the school regularly seeks the views of parents and carers. Several parents and carers told the inspector that they were very happy with their childrens progress and said that the school was better organised. They felt welcomed and supported, especially through the parent caf??. Parents and carers were confident that the school supports their children and that they can see how things have improved over the past 18 months. They said that they received good information about the school and their childrens progress. These comments were confirmed by inspection findings. A few parents and carers expressed concern that meals were no longer provided at the school. The headteacher is seeking to address this in the near future.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 March 2011

Dear Pupils

Inspection of Kiwi Primary School, Salisbury SP4 9JY

Thank you for the warm welcome and help you gave me and other inspectors as we visited your school over the last two years. When your school was inspected in November 2009, there were some important things that needed improving quickly. The school has made these improvements and so this will be my last visit as your school is now giving you a satisfactory education and no longer needs special measures. I will remember lots of good things about you and your school and especially the way in which you all get on so well with each other.

Those of you in the Early Years Foundation Stage get off to a good start. All of you enjoy school, and know why it is important to stay healthy and safe. You told me how sporty you all are. Teaching is satisfactory and some of your teachers really help you to do your best, especially in English. You do as well as other children of your age across the country. All the adults look after you and help you if you need it. Your headteacher, staff and governors are working hard to make the school even better than it is, but realise there is still more to do to become a good school.

We have asked the school to:

help you do better in mathematics, give you more hands on practical tasks and make sure the work stretches you sufficiently

make sure that teaching is consistently good in all lessons

teach you more about the backgrounds and beliefs of those who live far away from your local area.

You can help too by continuing to try your best in everything you do.

Yours sincerely

Sheila Browning

Lead inspector

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