

# Kiwi Primary School

Hubert Hamilton Road, Salisbury, SP4 9JY

**Inspection dates** 19–20 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The progress that pupils make in reading, writing and mathematics varies too much across year groups.
- Achievement in writing is weaker than it is in mathematics and reading because work is not always set at the right level for individual pupils.
- A small number of pupils in Key Stage 1 who find reading difficult are not making enough progress.
- Pupils are not sufficiently supported to develop their handwriting to an appropriate standard and some teachers do not always insist that pupils present their work neatly.
- Pupils do not have sufficient opportunities to develop their writing and mathematical skills in all subjects.
- Work is not always matched to the different skills and abilities of all pupils, particularly the more able. This means that these pupils do not consistently achieve as much as they are capable of achieving.
- Learning time is not always used as well as it should be because some teachers take too long providing introductions and explanations.
- Teachers do not consistently check that pupils have acted on the advice given through marking.

### The school has the following strengths

- Leaders and managers monitor teaching and achievement well and this is why these are improving rapidly.
- Teaching and achievement in the Nursery and Reception classes are consistently good. Consequently, children make a good start to school and they are well prepared to begin Year 1.
- Pupils have outstanding attitudes to learning. They behave extremely well and are polite, courteous and well mannered. They say they very feel safe at school.
- Teaching and achievement are improving, particularly in Key Stage 2, where teaching is better than it is in Key Stage 1.
- Achievement in Year 6 has improved considerably and pupils are well prepared for secondary education.
- Governors provide a good level of challenge and support to the school.

## Information about this inspection

- Inspectors observed 12 lessons, of which four were jointly observed with senior leaders. The inspection team also made several short visits to lessons to check on the progress and behaviour of different groups of pupils. One inspector looked at samples of pupils' work jointly with the headteacher.
- Meetings were held with a group of pupils from Key Stage 1 and 2. Other meetings were held with governors, senior leaders and staff, including those responsible for leading subjects and key stages.
- Inspectors analysed 34 responses to the online parent questionnaire (Parent View) during the inspection, as well as responses to questionnaires from 18 staff. They also analysed responses to the school's own questionnaire for parents.
- Inspectors observed the work of the school and looked at a number of documents, including those relating to the monitoring of teaching and the targets set for teachers to improve their work. They also looked at records relating to attendance, behaviour, bullying and safeguarding, the school improvement plan and data on pupils' progress.
- The lead inspector met with a representative from the local authority as well as the educational welfare officer who works with the school.

## Inspection team

Richard Sutton, Lead inspector

Additional Inspector

Crystal Gail Robertson

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is slightly above average.
- A third of the pupils are from minority ethnic heritages, which is higher than average.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and pupils from service families, is above average. In this school, it is provided predominantly for pupils from service families, with a few entitled to free school meals.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by making sure that all teachers:
  - always set work which is well matched to the skills and abilities of all pupils, particularly the more able
  - spend less time giving introductions and explanations so that pupils can work more on their own
  - check that pupils have acted on the advice given through marking.
- Improve achievement so that it is always consistently good across year groups and subjects by making sure that:
  - all teachers develop pupils' writing skills at a level suitable for each individual's needs
  - pupils have frequent opportunities to develop and apply their writing and mathematical skills in all subjects
  - staff provide appropriate support for the small number of pupils in Key Stage 1 who find reading difficult
  - pupils who find handwriting difficult are taught how to improve it and that teachers insist on all pupils presenting their work neatly.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because their progress in reading, writing and mathematics is too variable in Key Stages 1 and 2.
- In 2012, the small number of pupils who left the school at the end of Year 6 achieved below average standards in reading, writing and mathematics. This was a significant improvement on 2011 when attainment was not high enough, particularly in English, based on the pupils' starting points. The schools' own data indicate that some of the Year 6 pupils who left in both 2011 and 2012 had either only been at the school for a very short period of time or not benefited from teaching from the start of Key Stage 2.
- The schools' monitoring information suggests that the pupils currently in Year 6 are attaining at higher levels than was the case in the past two years.
- The school has well-established strategies for ensuring that pupils who join the school during the year receive good academic and pastoral support. This results in most pupils settling quickly, although the progress that they make is inconsistent.
- Achievement in reading, writing and mathematics is not consistently good because not enough pupils make more rapid progress in Years 1 to 5. However, this is improving, particularly in Key Stage 2, because the quality of teaching has improved.
- Pupils make less progress in writing than they do in mathematics and reading, particularly in Years 1, 3, 4 and 5 because some teachers do not always make sure that work is as well matched as it should be to the pupils' individual abilities.
- Some more able pupils in Years 1 to 6 do not always achieve as well as they could because work is sometimes not as challenging as it should be.
- Many of last year's Year 1 pupils did not achieve as well as they should have done in the national reading check. As a result of this, the school has taken effective action to improve the reading standards of these pupils. However, there are a small number of pupils in Years 1 and 2 who still find reading difficult.
- Many pupils do not have sufficiently developed handwriting skills. This means that when pupils are required to demonstrate their knowledge and understanding in writing they are not always able to do so.
- All groups of pupils make inconsistent progress, including those who speak English as an additional language, those from minority ethnic heritages and disabled pupils and those who have special educational needs.
- The school spends its pupil premium funding in a wide variety of ways, including, for example, financial support for eligible pupils to take part in educational trips and visits as well as additional staff who provide personalised academic support. As most pupils are from services families, they make the same variable progress as others. 'There were not enough pupils known to be eligible for free school meals in 2012 to comment on their attainment without identifying them.'
- Children make good progress in both the Nursery and Reception classes because teaching is almost always good and sometimes better. Children usually begin Nursery or Reception with skills and abilities below those typical of children of this age. Because most children make good progress, they are well prepared to begin Year 1.

### The quality of teaching

### requires improvement

- Teaching has not always enabled pupils to achieve well in all year groups and subjects in recent years. Some teachers do not always ensure that work is well matched to the skills and abilities of individual pupils. This means that work is sometimes too hard or too easy, particularly in writing.
- Teachers do not consistently make sure that more able pupils are challenged appropriately. Consequently, these pupils do not always achieve the high levels that they are capable of

achieving, particularly in mathematics and writing.

- All teachers mark pupils' work regularly and they provide supportive advice on how pupils can improve their work. However, marking does not have as much impact on achievement as it should because some teachers do not always make sure that pupils act on the advice given.
- Most teachers have appropriately high expectations of what pupils should achieve, particularly in Key Stage 2. However, these high expectations are not consistently applied to helping pupils to improve the presentation of their work.
- Sometimes teachers spend too long providing introductions and explanations in lessons and do not allow enough time for pupils to apply their skills by themselves.
- However, the quality of teaching is improving and this is having a positive impact on pupils' achievement in some subjects and year groups. The best teaching in the school is typically characterised by teachers who have good subject knowledge which enables them to use questions very effectively to help pupils develop their understanding well.
- Some teachers use assessment well in lessons so that they can change activities if pupils are finding the work too easy or too hard. Teachers in the Nursery and Reception classes monitor the progress of children very well in lessons so that appropriate activities can be planned to fully meet the needs of the children.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour is typically exemplary. The vast majority of pupils are respectful towards each other and staff and this results in highly positive relationships.
- Pupils are polite, courteous and well mannered and they were confident in welcoming inspectors into the school.
- The vast majority of pupils have excellent attitudes to learning and try their best in lessons, even when the quality of teaching is sometimes not as good as it should be.
- At playtime and lunchtime, pupils play and interact with each other appropriately. Behaviour around school at these times is almost always outstanding.
- The school is extremely effective in helping the large number of pupils who arrive at the school during the school year to integrate and feel safe. Consequently, pupils settle into the school quickly, even those who find the change difficult, and make friends with other pupils who extend a similarly warm welcome.
- Pupils have an excellent understanding of bullying appropriate to their ages, including the various forms that bullying can take. They are well equipped with the skills to manage such situations should they arise. Pupils say that bullying does not happen very much at school but when it does happen, the teachers deal with matters quickly. Pupils actively promote anti-bullying through the school council and have recently produced a good school display about this.
- Pupils have a wide and detailed understanding of issues relating to safety. For example, pupils are aware of how to keep safe on the roads and they are fully aware of how to use computers safely.
- Attendance is slightly below average this year. This is primarily as a result of the need for pupils to spend time with their families if a family member will be away from home for an extended period of time with the armed forces.

### **The leadership and management** are good

- The headteacher and members of the senior leadership team are making sure that teaching and achievement are improving rapidly. Leaders effectively monitor and check the progress that pupils are making regularly as well as checking how good teaching is. The headteacher meets with each teacher every term in order to monitor the progress that pupils are making and agree actions to improve achievement and teaching.
- Leaders and managers have made sure that pupils' behaviour has improved to an outstanding

level since the previous inspection in 2011.

- Teachers are set targets to improve their teaching and these targets guide decisions about pay increases when it is appropriate. Staff receive training which enables them to work towards achieving their targets and so further improve their teaching and the achievement of pupils.
- The school improvement plan is well focused on the achievement of pupils and accurately identifies the main areas which require further improvement.
- Leaders are effectively promoting equality of opportunity by improving teaching so that it is more frequently good for all pupils. The very positive relationships in the school demonstrate the success that leaders are having in effectively tackling discrimination.
- Leaders have made sure that pupils study and benefit from an exciting and stimulating range of subjects which are supported by a diverse choice of extra-curricular clubs and activities. The 'creative curriculum' enables all pupils to study a range of topics, many of which effectively help them to develop their spiritual, moral, social and cultural understanding. For example, the 'Cultural Diversity' project supported pupils well in developing artistic skills relevant to particular cultures.
- Whilst the curriculum is providing increasingly well for the development of pupils' basic skills they do not have enough opportunities to develop and use their writing and mathematical skills in all subjects.
- The local authority has provided a 'light-touch' level of support to the school in recent years. The inconsistencies in achievement and teaching indicate that this has been an inappropriate level of support and challenge for the school's needs.
- **The governance of the school:**
  - The governing body has a good understanding of the school's strengths and areas for development. It has a clear understanding of the school's performance and compares this with that of other schools nationally. It knows what the school is doing to tackle any underperformance. It provides a good level of challenge and support to the headteacher.
  - Governors manage school finances well, even though this is particularly challenging as the school has high numbers of pupils entering and leaving at various points throughout any academic year. They understand how additional funding such as the pupil premium is used and the impact that this funding is having on the achievement of eligible pupils. As no teachers have received performance-related pay increases in the past two years, governors are not fully aware of their role in monitoring how pay increases for teachers relate to the targets which are set to help them improve their teaching.
  - The governing body makes sure that the school fulfils its responsibilities regarding safeguarding; all staff have been checked as required and are trained appropriately to keep pupils safe and free from harm.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	126248
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	400131

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Reynolds
<b>Headteacher</b>	Susan Raeburn
<b>Date of previous school inspection</b>	15–16 March 2011
<b>Telephone number</b>	01980 632364
<b>Fax number</b>	01980 632364
<b>Email address</b>	admin@kiwi.wilts.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

