

Kiwi Primary School

Hubert Hamilton Road, Salisbury, SP4 9JY

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good because leaders at all levels have successfully driven improvements in teaching. As a result, pupils attain well, relative to their starting points, in reading, writing and mathematics.
- Very effective training and induction procedures mean that the many new governors are well prepared for the role and are already having a positive impact on improving the school.
- Teaching is good throughout the school because it is well planned and encourages pupils to learn well. As a result, all pupils, including the most able, those with special educational needs and those who speak English as an additional language, make good progress.
- A particular strength is the support given to the majority of pupils who transfer from other schools owing to their parents' military postings.
- The subjects that pupils learn effectively meet their needs and generate an enthusiasm for learning.
- The school is highly effective in promoting British values and pupils' spiritual, moral, social and cultural development.
- In the early years provision, children are well taught. They behave well, are enthusiastic learners and make a good start to their schooling.
- Pupils enjoy coming to school. This is reflected in their good behaviour and improving attendance.
- Outstanding safeguarding procedures ensure that pupils are safe and exceptionally well cared for.

It is not yet an outstanding school because

- Not all teachers have high enough expectations regarding the presentation of pupils' written work.
- Procedures which encourage pupils to assess their own learning are not consistently applied in all classes.
- Some teaching does not ensure that pupils are learning as fast as they could.
- Not enough use is made of classroom displays to celebrate and support pupils' learning.

Information about this inspection

- Inspectors visited every class and observed learning in 17 lessons. Some lessons were visited jointly with the headteacher and assistant headteacher.
- Inspectors met with a group of pupils, heard some of them read, and talked informally to pupils in the playground and around school. Meetings were also held with the headteacher and assistant headteacher, staff members, a representative of the local authority and two governors.
- Inspectors scrutinised a range of documentation, including plans for the school’s improvement, information about how well pupils are achieving, and records of governors’ meetings. They also examined records relating to pupils’ behaviour, attendance, safety and welfare.
- Inspectors looked at pupils’ books and other pieces of work to see how well they were doing.
- The views of parents were taken into account through scrutiny of the 21 responses to the online ‘Parent View’ survey. A discussion was held between an inspector and a representative group of parents.
- Staff views were taken into consideration through discussions with staff and by scrutinising questionnaires completed by 14 staff members.

Inspection team

Christopher Nye, Lead inspector

Additional Inspector

Eileen Northey

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school. In the early years provision, there is a Nursery class, which children attend part time, and two Reception classes. Children attend Reception full time. In Key Stage 1, there is one Year 1, one Year 2 and one mixed Year 1 and 2 class. In Key Stage 2, there are three mixed-age classes.
- The proportion of pupils who benefit from pupil premium funding is well above average. This is additional funding for children of parents who serve in the armed forces or who are eligible for free school meals. In this school 98% of pupils are from service families.
- The proportion of pupils with special educational needs is slightly above the national average.
- The majority of pupils are of White British heritage. The percentage of pupils from other ethnic heritages is similar to the average school nationally. The proportion who speak English as an additional language is slightly above the national average.
- The school meets the government's current floor standards, which set the minimum expectations of pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Since almost all pupils are from service families, pupil turnover is very high and very few pupils who start school in the early years stay on to Year 6.
- Almost all the governing body is newly appointed or elected. This is because most of the previous governors served in the armed forces and have been posted elsewhere.

What does the school need to do to improve further?

- Strengthen the quality of teaching so that pupils' achievement continues to improve, by ensuring that:
 - teachers raise their expectations regarding the quality of presentation of pupils' written work
 - school procedures on how pupils assess their work are consistently applied across the school, thus encouraging them to take greater responsibility for their own learning
 - residual weaknesses in teaching, which result in pupils not learning as quickly as they could, are eliminated
 - better use is made of classroom displays to celebrate pupils' achievement and support their learning.

Inspection judgements

The leadership and management are good

- The headteacher, ably supported by the assistant headteacher, has ensured that all members of staff work as a united and effective team. There is a clear vision and determination to improve the school. This is in spite of the challenges resulting from the exceptionally high mobility of pupils which is due to the high percentage of pupils from service families who are posted elsewhere, often at short notice. Leadership is not outstanding because some weaknesses in teaching have not been fully resolved.
- Leaders at all levels, including middle leaders and governors, have a clear and accurate understanding of how well the school is doing. This is because they regularly check on the quality of teaching and pupils' learning and analyse pupils' progress data carefully. Senior leaders use this information effectively to manage teachers' performance and plan professional development activities which closely match the needs of staff.
- Improvement plans clearly identify appropriate priorities and the school development plan is complemented by subject and other action plans. These plans are enhanced by sharply defined and challenging targets against which success can be accurately measured.
- The planning and coverage of the subjects that are taught have been carefully adjusted to ensure that they meet the requirements of the new National Curriculum. The school provides a broad and well-balanced range of experiences for its pupils. There is a strong emphasis on providing opportunities for pupils to use their literacy and numeracy skills in all subjects, and pupils are encouraged to think for themselves, reason logically and to solve problems. Pupils' learning is enriched through activities such as orienteering supported by the local military base, visits to Salisbury Cathedral and a 'Diversity Week' which celebrates the different cultural heritages of the pupils. Music is also a strength.
- The school actively promotes pupils' spiritual, moral, social and cultural development and their understanding of British values. As a result, pupils are confident and well prepared for life in modern Britain and for the next stage in their education.
- Service child premium funding is used well to support children of service families. It is used to support their learning and welfare needs, and is particularly effective in helping service family pupils to settle in quickly on arrival. It ensures a smooth transition to their new schools when parents are posted elsewhere. In addition, it is used well to pay for extra teaching and support.
- Additional government funding for primary schools' physical education and sports is well planned and used to improve pupils' healthy lifestyles. The appointment of a sports coach and sports teacher and the purchase of equipment have encouraged a greater take-up of sport by the pupils.
- The school works exceptionally well with parents and the local military community. A large percentage of parents who responded to the Parent View survey, and all those who met with an inspector, felt that the school is well led and managed and that their child was happy in school.
- A number of initiatives to encourage parents to support their children's reading, writing and mathematics have had a positive impact on pupils' learning. External funding has paid for the appointment of a project worker to support initiatives such as 'Numbers Count', which has enhanced learning in mathematics. The school works well with outside agencies such as the education welfare service and the local military base.
- The school actively promotes an atmosphere where adults and pupils are valued, and in which equality of opportunity and high standards of behaviour and care exist. There is an uncompromising intolerance of all forms of discrimination.
- The local authority has provided effective and proportionate support for the school, especially in supporting the early years provision and in training governors.
- All safeguarding procedures are securely in place, meet statutory requirements and are rigorously applied.
- **The governance of the school:**
 - Almost all governors are newly appointed or elected. However, because previous governors were aware of the importance of effective succession planning, systems are securely in place to ensure that new governors are well trained and inducted into their roles. Following an audit of governors' skills, a governor development plan has been drawn up and this is already helping governors to effectively fulfil their roles and responsibilities. The few more experienced governors still in post have played an invaluable part in ensuring a smooth and seamless transition. As a result, governors are fully aware of the school's strengths and weaknesses and are effectively holding leaders to account.
 - Governors are kept well informed about how teachers' performance impacts on pupils' progress, how this is linked to salary increases and how underperformance is tackled.
 - Governors ensure that resources are effectively deployed to meet the needs of pupils. For example, they have authorised the use of the pupil premium funding to employ extra staff to support learning to

ensure the administration of swift and effective transition procedures for pupils leaving or arriving in school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. It is not yet outstanding because in a very small number of lessons there are instances of low-level disruption. Attendance, although improving, is slightly below the national average.
- Pupils are very polite and friendly and play well together during break and lunch times. Older pupils play with and support younger ones and the school has a strong sense of inclusion. Relationships between adults and pupils are excellent, and effective behaviour management systems are consistently applied. These are having a positive impact on improving the behaviour of those pupils who do not always behave as well as they should.
- Pupils have very positive attitudes towards their learning. The group of pupils who spoke to an inspector said that they enjoy coming to school. They think that their lessons are fun, and that the work set is challenging but helps them to make rapid progress. They are encouraged to care for their school and take their responsibilities, for example as librarians or in serving on the school council, seriously. They feel that adults listen to them and that their views are valued.
- The overwhelming majority of parents who responded to the Parent View survey and all who met an inspector said that they felt that their child was happy in school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Almost all parents who responded to the Parent View survey and all who met the inspector said that they felt their child was safe and well cared for in school. Safeguarding policies and procedures are securely embedded in all aspects of the school's work.
- Pupils have a good understanding of how to keep themselves safe. This is because the school regularly organises events such as an 'e-safety day' to promote pupils' awareness of safety issues. Pupils understand the different types of bullying, including racism and cyber bullying, and although instances are very rare, know what to do if they encounter it.

The quality of teaching is good

- The quality of teaching is good because, over time and in all the subjects that are studied, pupils make good progress from their starting points on joining the school. It is not outstanding because there are some residual weaknesses in some teaching which means that pupils' achievement is not outstanding.
- Phonics (the sounds that letters make) is very well taught and is helping pupils to attain higher standards in reading. A well-resourced library, enthusiastic teaching and the use of an effective range of strategies ensure that pupils are encouraged to read widely and often. As a result, pupils are keen readers and read with skill and expression.
- Accurate information about pupils' progress and understanding from previous lessons is used well to plan lessons which meet the needs of all groups of pupils. This means that the most able, those with special educational needs and pupils from service families make good progress in lessons. In the best lessons, teaching is inspirational and encourages pupils to reason and solve real-life problems. For example, in one lesson, pupils were enjoying the challenge of costing out the construction of fairground rides to calculate how many tickets they needed to sell to make a profit.
- The teaching of literacy and numeracy skills is good and pupils use and apply their skills in all the subjects that they study. They are actively encouraged to speak clearly and listen well, so are becoming confident and articulate communicators. As a result, there has been a recent, but secure, improvement in pupils' achievement in reading, writing and mathematics and they are well prepared for the next stage in their schooling.
- Teachers' subject knowledge is good, and the use of questioning is very effective in extending pupils' learning and checking their understanding. Good use is made of computer technology and other resources to support teaching. However, not enough use is made of displays of pupils' work to celebrate and value their achievement and to illustrate or emphasise teaching points.
- Pupils' work is well marked, with clear guidance on how to improve their learning. Pupils are routinely given time to respond to teachers' marking and this is helping them to improve their work. However, the

school's procedures for encouraging pupils to take responsibility for their own learning are not consistently applied across the school. Pupils do not, as a matter of course, always evaluate how well they think they are doing.

- Although behaviour in lessons is generally good, where teaching is less inspiring, pupils do not learn as quickly as they should because they lose concentration.
- There is an appropriate homework policy, which is consistently applied across the school. Parents are encouraged to support home learning and special events such as the 'Two Can' initiative, which encourages parents to have a better understanding of how to support their child's learning.
- Teaching assistants make a positive contribution to pupils' learning, especially for those pupils who are at an early stage of speaking English or who have special educational needs. They are very well trained and work closely with teachers to provide targeted support, especially for those pupils newly arrived in school.
- Pupils say that they enjoy their lessons. The very large majority of parents who responded to the Parent View survey and all those who met the inspector said that they felt that their child is well taught. One parent's comment illustrated the positive view that parents have: 'In six months, my child has improved superbly. He is happy and is now where he should be.'

The achievement of pupils is good

- Achievement is good because there has been a steady but secure recent improvement in reading, writing and mathematics across the school, and this has accelerated during the current academic year. It is not yet outstanding because although attainment in Key Stage 1 has improved significantly, this is a recent development. Strategies to improve boys' writing are starting to have a particularly positive impact.
- Children in the early years make good progress in all their areas of learning. They enter school with skills below those typical for their age, and two thirds are on track to achieve a good level of development this year. This is a considerable improvement on previous years, and is above the 2014 national average.
- Pupils achieve exceptionally well in phonics because it is well taught. Last year, most Year 1 pupils attained the expected standard and the current year group are on track to achieve a similar outcome this year.
- Attainment at the end of Key Stage 1 has been variable in the past and this year there is a relatively high percentage of pupils with special educational needs in this cohort. However, all those pupils who have been in school for the whole of Year 2 or longer and who do not have special educational needs are on track to attain better than average in reading, writing and mathematics. Those pupils in Year 2 who started in Reception have also made good progress, especially in mathematics.
- Last year, attainment in Key Stage 2 was below average in reading but above average in mathematics, writing and English, grammar, punctuation and spelling. A strong focus on raising standards in reading and mathematics has successfully addressed this weakness, especially in boys' reading. In the current Year 6, pupils are on track to attain results similar to the national average for 2014. However, the progress of those pupils who have attended the school since they were in Year 2 is exceptionally good; they are all on track to make at least the expected progress in reading, writing and mathematics. Half are on track to exceed this in reading and writing, with 25% predicted to make better than expected progress in mathematics.
- Pupils with special educational needs and those who speak English as an additional language make good progress, relative to their starting points. They do not always attain as highly as their classmates in reading and mathematics, although this is slightly less so in writing.
- Almost all pupils are supported by service child premium funding, so comparisons regarding their achievement and that of others in the school are not statistically relevant. However, in comparison with other pupils nationally, they are making good progress from their different starting points, and gaps are closing. In 2014, they were at a similar stage of attainment, or better, in mathematics and writing, but approximately a term behind in reading. In the current cohort, Year 6 pupils are on track to achieve better than average in reading, writing and mathematics.
- The most able pupils achieve very well. In Year 6 last year, the percentage who reached the higher levels of attainment in writing and English, grammar, spelling and punctuation was above average. This year, an even higher percentage of pupils is on track to achieve the higher levels in reading, writing and mathematics. In Year 2 the percentage of pupils on track to attain the higher Level 3 in reading, writing and mathematics is considerably higher than last year and is expected to be well above the 2014 national average.
- The considerable quantity of work in pupils' exercise books illustrates the good progress that they are making. However, the quality of presentation is variable and sometimes untidy or careless work goes

unchallenged by teachers.

The early years provision

is good

- The early years provision is good, with all areas of learning well planned and well resourced in the Reception and Nursery classes. Good use is made of the classrooms and outside area. Well-planned free-flow between classrooms encourages children to manage risk, develop physical and communication skills and interact with adults and other children.
- Staff work as a cohesive team, and the recently appointed early years leader has had a rapid and positive impact on developing an attractive learning environment. Effective action planning appropriately focuses on developing phonics and boys' literacy skills. As a result, children in Reception make good progress and are well prepared for Year 1.
- Behaviour is good because of the good relationships between staff and children. Staff set clear expectations regarding behaviour which are supported by such strategies as the use of 'feelings barometers'. As a result, the atmosphere across the department is calm and orderly and children are kind, helpful and supportive of each other.
- Teaching is a strength because it is well organised and encourages pupils to be successful learners. Letter formation and handwriting are demonstrated well by teachers, and learning fosters the interest and enthusiasm of the children.
- Parents are full of praise for the early years provision. One commented: 'I cannot speak highly enough of the early years staff. They make school fun.'
- A particular strength is the on-line assessment folders which enable parents, including those who are away from home, to be involved in their child's learning and to see what they are achieving. These ensure that the gaps in their learning are swiftly identified and support the accurate planning of children's future learning.

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

Unique reference number	126248
Local authority	Wiltshire
Inspection number	462459

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Andrew Dugdale
Headteacher	Susan Raeburn
Date of previous school inspection	19–20 June 2013
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