

# Inspection of Kiwi Primary School

Hubert Hamilton Road, Bulford Camp, Bulford, Salisbury, Wiltshire SP4 9JY

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Inspection dates:	15 and 16 October 2024
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

The school's bespoke pastoral care for pupils is a strength. As an example, the many pupils in military families are well supported to develop a strong sense of belonging. The school is ambitious for pupils to 'SOAR': to 'strive for success, own actions, be ambitious, respectful, resilient and reflective'. The personalised support helps pupils feel comfortable to share any worries and be resilient through times of change.

Pupils struggle to remember their learning because the previous curriculum has not helped them to learn well in some subjects. Teaching does not support pupils with special educational needs and/or disabilities (SEND) as fully as it should. Therefore, these pupils do not learn the curriculum well enough. The school has identified the aspects of its work that need to improve. It has begun to make these improvements.

Most pupils behave well. In some areas of the school, pupils follow routines well. But this is not the case in all areas. A minority of pupils do not follow the school rules and disrupt learning for others.

To develop pupils' talents and interests, the school plans an array of clubs. These include textiles, choir and Christmas club. Pupils take great pride in leadership responsibilities. For example, school councillors decided on the class names, including 'Morepork owls'.

## **What does the school do well and what does it need to do better?**

The school has focused on the most pressing areas that need development. It has considered the most important knowledge pupils need to learn at each stage of the curriculum, starting in the early years. Although the curriculum makes clear what pupils need to know and when, it is not always taught as leaders intend. The school does not ensure that the curriculum is taught effectively in all subjects. Consequently, pupils develop gaps in their knowledge.

This is also the case for early reading. On occasion, books do not match the sounds pupils know. Although this is so, there is a shared commitment to help pupils learn to read quickly. Staff check how well pupils learn new sounds so that any gaps in current knowledge are addressed swiftly. Nursery children enjoy rhymes to develop communication and coordination when performing the actions in 'Incy Wincy Spider'.

The school has put in place clear processes to identify pupils' additional needs. It works with a range of agencies to develop education, health and care (EHC) plans that are personalised to each pupil and what they need. The school's adaptations to teaching do not always fully meet the needs of some pupils with SEND. However, for pupils with more complex needs and an EHC plan, staff are better equipped to provide the right support at the right time. This helps pupils to be successful learners.

Work to close gaps in pupils' knowledge is in its infancy. For example, some older pupils are still working on letter formation and securing basic number knowledge. While teaching refers to prior learning, it does not go back far enough. Consequently, pupils struggle to

remember their learning long term. However, the school is beginning to address these deficits. For example, in writing, the school has set out clearly the grammar and punctuation it expects pupils to learn and by when. This is beginning to have an impact on pupils' writing. For example, children in early years are now being well supported to form letters and hold a pencil correctly.

The school has designed a clear behaviour policy with high expectations. However, staff do not apply these expectations consistently. When pupils move around the school, some do not follow routines well. At times, poor behaviour is having a negative impact on learning. This means it is unclear who may need further support with their learning. Although this is so, pupils want to learn. Attendance is a priority for leaders, who work constructively with families to support pupils to come to school. As a result, absence has reduced over time.

The school offers a well-planned programme to develop pupils beyond the academic. This helps pupils learn to stay safe, including online. Some pupils, who join the school at different times of the year, receive sensitive pastoral support to settle in. The school provides this in creative ways. For example, it has created a school farm with chickens for pupils to look after. This helps pupils develop responsibility and a love for nature. The school values are taught and modelled. This increases pupils' self-awareness and provides them with practical strategies for their lives. Pupils have a firm appreciation for diversity and know that discrimination is unacceptable. They are prepared well for life in modern Britain.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Teaching is not well adapted for some pupils with SEND. This means these pupils do not learn well enough. The school should ensure that staff have the right knowledge and expertise to support all pupils to learn the curriculum successfully.
- Staff do not apply the behaviour policy consistently. This results in some low-level disruption that is not challenged or addressed. Poor behaviour has a negative impact on the learning of others. The school must ensure that staff have the right training and support to manage behaviour so that pupils can concentrate on their learning.
- Pupils struggle to remember their prior learning. This is because work to close gaps in learning from the previous curriculum is still underway. The school should ensure that pupils recap prior learning to help them build their knowledge based on what they know and remember.
- The school's systems for checking how well the curriculum is being taught, including in early reading, are in the early stages of implementation. This prevents it from having a

detailed understanding of how well pupils are learning the intended curriculum. The school should check how well pupils are learning and make adjustments to the curriculum where they are needed.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	126248
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10344555
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	321
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Pamela Bassindale
<b>Headteacher</b>	Laura Eatherington
<b>Website</b>	<a href="http://www.kiwi.wilts.sch.uk">www.kiwi.wilts.sch.uk</a>
<b>Date of previous inspection</b>	26 March 2019, under section 8 of the Education Act 2005

## Information about this school

- Several changes to leadership have occurred since the previous inspection. The current headteacher took up post in January 2024.
- The school has a specialist resource base. The provision supports 24 places for pupils with significant complex needs.
- The majority of pupils who attend the school are from military families. The school has high levels of pupil mobility.
- The school operates its own nursery provision for three- and four-year-olds.
- There is a before- and an after-school club for pupils who attend the school.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, staff, parents, pupils, governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, including free-text responses. They also looked at responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

Lakmini Harkus, lead inspector

His Majesty's Inspector

Claire Fortey

Ofsted Inspector

Michelle Williamson

Ofsted Inspector

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