



Kiwi Primary School

Inspection Report

Unique Reference Number 126248
LEA Wiltshire
Inspection number 282081
Inspection dates 6 October 2005 to 7 October 2005
Reporting inspector Paul Sadler RISP

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

Type of school	Primary	School address	Hubert Hamilton Road
School category	Community		Bulford Camp
Age range of pupils	3 to 11		Salisbury, Wiltshire SP4 9JY
Gender of pupils	Mixed	Telephone number	01980 632364
Number on roll	228	Fax number	01980 632364
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	11 October 1999	Headteacher	Mr Colin Martin

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Kiwi Primary School is of below average size with 163 pupils. It has an attached nursery class. Those in the nursery class attend part time.

The school is situated at Bulford Army Camp on the edge of Salisbury Plain, and most children are linked to the local military garrison. The high degree of mobility among families in the army means that high proportions of pupils join or leave the school other than at the usual times. Such mobility also makes it difficult for some governors of the school to attend meetings regularly or to remain a governor for long. The proportion of pupils with learning difficulties and disabilities is average. The proportion of minority ethnic pupils, some of whom are at early stages of learning English, is below average but is rising.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement, the curriculum and the quality of governance. Inspectors agree broadly with the school's assessment that it is satisfactory in many respects, but not in these key areas of weakness. The school does not provide satisfactory value for money. Pupils make inadequate progress, although they are cared for well.

The strengths of the school are its caring ethos and the way in which it minimises educational disruption for the many pupils who change schools frequently. These strengths are greatly valued by parents. The behaviour of pupils is good and has improved significantly since the last inspection. The Foundation Stage (the nursery and reception classes) is a particular strength, where good teaching leads to pupils making rapid progress and achieving at least average standards. There are, however, a number of important weaknesses. Although standards have started to improve, more able pupils, and the increasing number who have English as an additional language, do not make adequate progress. Weaknesses in the curriculum include inadequate provision for pupils to learn the computer skills needed in the modern world. The governing body is weak and does not have a chairperson. These latter inadequacies were reported at the last inspection. However, the school was, at that time, given a large number of areas in which to improve and it has done so in most, so improvement since then has been satisfactory. Recent appointments to the senior management team, along with external support from an advisory headteacher and advisory governor, have ensured that the school is now satisfactorily placed to make the necessary improvements.

What the school should do to improve further

- improve pupils' standards and achievement, especially for the more able and those for whom English is an additional language
- improve the quality of the curriculum, and especially the provision for information and communication technology
- improve the quality of governance.

Achievement and standards

Grade: 4

Children's skills on entering the nursery are below average. In the nursery and reception classes they make rapid progress, and most achieve satisfactory standards, reaching the national goals for children of that age. At the end of Year 2, standards are well below average. In 2005 there was improvement in Year 2 results, although the proportion achieving the higher Level 3 remained low. There is similar overall picture at the end of Year 6 where standards in national tests have mostly been below average. There was significant improvement in 2005, especially in standards of writing. Standards

are now broadly average, but mathematics results remain below average. Some pupils do not make as much progress as they should. Pupils are set challenging targets, but a significant proportion fail to meet them in most subjects. More able pupils do not always achieve their potential. This also applies to the increasing number of pupils with English as an additional language as some staff confuse the needs of these pupils with those of pupils with learning difficulties. Pupils make inadequate progress in information and communications technology, due to limited access to equipment and a lack of confidence on the part of some teachers. These weaknesses mean that standards and achievement overall are inadequate. The achievement of pupils with learning difficulties and disabilities is, however, satisfactory.

Personal development and well-being

Grade: 3

Pupils say they like school because friendly teachers and children make them feel welcome. They particularly enjoy after-school clubs, but feel that they miss out on swimming. Pupils' behaviour is good and is much improved since the last inspection. Golden rules and the reward of 'golden time' encourage them to behave well. Attendance is satisfactory although unauthorised absences are above average.

Pupils' spiritual, moral, social and cultural development is satisfactory. Most are confident and happy, although the self-esteem of some is affected by frequent changes in their lives. Pupils know how to behave well. They respect and get on well with other children and adults. They have satisfactory knowledge of other cultures and life outside their own environment.

Pupils' understanding of how to keep safe and be healthy is satisfactory. They feel secure because bullying in school is rare. They understand the need to eat well and sell healthy snacks in their Attack-A-Snack tuck-shop. Pupils' contribution to the community is satisfactory. They raise funds for charity and use the school council to make suggestions about improving playground facilities. Pupils' preparation for the next stage of their education is weakened by their underdeveloped skills in ICT and a lack of confidence to work independently for sustained periods.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. They are good in the Foundation Stage as there is an interesting range of activities which develop pupils' knowledge, understanding and skills in all areas, so they make rapid progress. Older children are taught well when the teaching is directed at the whole class. Teachers involve pupils well through questioning and by asking them to demonstrate, for instance, their knowledge of sentence structure to the whole class. In these situations pupils respond and behave well. When pupils are asked to undertake activities on their own or in small groups, the teaching is less successful. Activities do not always meet their needs, for instance

more able pupils are sometimes not stretched. Other pupils, such as those for whom English is an additional language, sometimes do not understand what they are meant to do. In these circumstances pupils become bored and restless and make little progress. In a minority of lessons even the more able produce little work, or it is unfinished, because the skills needed to produce high quality work independently have not been developed sufficiently. There is very little routine use of ICT to improve work and teachers lack the confidence to develop pupils' skills in this area. On the other hand, pupils with special educational needs are supported well by teaching assistants and make satisfactory progress. Pupils work is marked carefully and assessment is improving, leading to improved test results at the end of Year 6.

Curriculum and other activities

Grade: 4

The curriculum for the Foundation Stage is a good balance of work and play. For older children, there are significant weaknesses and the curriculum is inadequate. Activities for more able pupils are not sufficiently demanding. In developing pupils' basic skills, provision for English and mathematics is satisfactory but they have very little opportunity to use ICT routinely because they have inadequate access to appropriate equipment. There are other important omissions, for instance pupils do not have the opportunity to learn to swim, and they express disappointment about this. The curriculum is adapted in a satisfactory manner to meet pupils' special educational needs. There is a satisfactory range of enrichment activities which pupils appreciate. These include sport, visits to places of educational interest and residential experiences. The curriculum adequately teaches pupils how to stay safe and healthy.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory overall. Pupils are well cared for. Parents especially like the way the school nurtures and cares for their children. The school works effectively with them to minimise any disruption to pupils' learning caused by frequent moves. Parents greatly appreciate teachers' care and understanding in helping their children to settle after changes in their home and school lives. Procedures for safeguarding children and ensuring their health and safety are satisfactory.

Pupils appreciate their supportive teachers who help them to settle quickly when they start school. Older pupils communicate in confidence through the 'bubble book' when they have worries because they know that their concerns will be taken seriously by adults who will always listen to them. Pupils feel happy and secure because bullying and behaviour problems are dealt with effectively. Pupils who have learning difficulties and disabilities receive the necessary help, which enables them to make the same progress as others. However, arrangements to support pupils with English as an additional language are inadequate. Teachers do not have the necessary skills and training to assess their language ability so that they receive the correct level of support.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The head teacher, senior managers and staff promote a positive school ethos which is much appreciated by pupils and parents. Parents place great store in the quality of care provided and the happiness of their children and all of them feel this is achieved

The school has developed satisfactory systems to review how well it is doing and, with recent local authority advisory support, has identified key areas for improvement. However, while the school improvement plan seeks to raise standards it does not focus sharply enough on the main priorities or how they will be achieved. Pupils' special educational needs are satisfactorily met but the school does not use its data carefully enough to ensure that the higher attaining pupils and those for whom English is an additional language achieve as well as they can. Resources are adequate in most areas, except for the use of ICT in classrooms and to support pupils for whom English is an additional language. Most, but not all, of the weaknesses identified in the last inspection have been rectified, and the school has satisfactory structures in place to improve further. Pupils' behaviour is now good and the work of most is assessed satisfactorily. Standards in English and mathematics, as shown by the latest test results, are beginning to improve. However, two key areas for improvement have not been adequately tackled. Provision for ICT is still inadequate, breaching legal requirements, and the quality of governance remains a concern.

Governors are supportive of the school and have recently begun to understand their responsibilities as a result of support from the local authority. However, frequent changes and absences of personnel, including the chairperson, diminishes the governing body's ability to be fully conversant with the school's strengths and weaknesses, to rigorously challenge its work and to set priorities for development.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

The Pupils Kiwi Primary School Hubert Hamilton Road Bulford Camp Salisbury SP4 9JY

October 2005

Dear Pupils,

The inspectors who visited your school very much enjoyed listening to what you had to say and seeing your work. We want to thank all of you for spending the time to do this. This letter is to tell you what we thought of your school.

We think the best things about your school are:

you behave well and there is very little bullying

you are well cared for and are taught how to stay healthy and safe

the Foundation Stage (Owls and Puffins) get a very good education

you get a lot of help when you start at Kiwi and when you move to a new school.

We think the school could improve even more if:

those of you who find school work quite easy were given more difficult work to do

those of you who do not speak English at home were given more help

you were able to use computers more to help you to improve your work

the school had more governors who were able to give time to help the school.

We would like to wish you all the best of luck in the future.

Yours sincerely

Mr Sadler Lead Inspector