



Kiwi Primary School

Inspection Report

Unique Reference Number 126248
Local Authority Wiltshire
Inspection number 294641
Inspection dates 5–6 December 2006
Reporting inspector Mo Roberts HMI

This inspection of the school 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, Bulford
Age range of pupils	3–11		Salisbury SP4 9JY
Gender of pupils	Mixed	Telephone number	01980 632364
Number on roll (school)	139	Fax number	01980 632364
Appropriate authority	The governing body	Chair	A Peach
		Headteacher	J Upton
Date of previous school inspection	6 October 2005		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Kiwi Primary School is slightly smaller than the average primary school but includes a nursery unit. The number of pupils joining and leaving the school is very high. Since January 2006, four out of ten pupils are newly arrived. Pupils come from various social backgrounds, with most coming from the army families stationed at the local barracks. Others are from the adjacent housing association accommodation. The proportion of pupils identified with learning difficulties is significantly above average. There are more pupils who do not have English as their first language since the last inspection. The roll has fallen due to changes in the number of families at the barracks. Pupils are grouped in seven classes in the morning and six in the afternoon. This arrangement is currently under review. The staff has changed substantially since the last inspection. The headteacher has been in post less than a year and in September 2006, she was joined by three new permanent teachers, a supply teacher and some new support staff. The school was made subject to a Notice to Improve in the 2005 inspection and received a monitoring visit in June 2006 where its progress was judged to be satisfactory.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. It has improved since the last inspection and now provides a satisfactory quality of education.

Improvements have been made in: the curriculum, the way pupils' progress is tracked, the provision and support for pupils with English as an additional language and the challenge offered to the most capable pupils. The quality of teaching and learning is satisfactory and is developing well. However, with all the new staff, there has not yet been time to evaluate and share the best practice across the classes. Lessons observed included outstanding practice in the Nursery and good teaching in Year 6. Other teaching is at least satisfactory. The provision in the Foundation Stage (Nursery and Reception classes) is good.

The headteacher has a strong vision for the school and has, together with the deputy, shown determination in identifying and tackling pupils' underachievement. Standards are broadly average, reflecting satisfactory achievement overall but they could be higher, especially in writing. Standards are subject to significant variation because of the very transient nature of the school population. Leadership and management are satisfactory, although there is more to be done to build the leadership team approach and the distribution of responsibility to middle managers. This is especially important as pupils and some staff move frequently, and the remaining staff team has to provide stability and continuity for those who remain. The governing body has been extended and improved. It is now well positioned to challenge and support the further developments in the school. The school's ability to evaluate its situation is developing steadily and is broadly satisfactory. The improved progress of higher-attaining pupils, pupils with English as additional language, and all pupils' skills in information and communication technology (ICT) illustrate the school's satisfactory capacity to improve. However, other improvements are too recent to have fully impacted on pupils' achievement and standards. Future priorities have been identified but as yet they are not broken down into the small steps necessary to monitor them.

Parents are becoming more involved in the school. There is a fledging parent- teacher association and all parents are regularly invited to discuss their children's progress, but these links are not yet strong enough to make sure all feel welcome, no matter how recently they have arrived. Home to school communications are frequent but they are not especially user-friendly.

Pupils are well supported. Their behaviour during the inspection was satisfactory and most adopt healthy lifestyles. However, it is clear that many pupils have understandable worries and concerns and are sometimes emotionally volatile. The school works hard to ensure everyone feels supported and valued and that they can express their feelings in a safe environment. The pupils' spiritual, moral, social and cultural development is especially good as it is tailored to match the pupils' situation.

What the school should do to improve further

- improve the consistency of teaching and learning to raise achievement and standards across the school, particularly in writing
- strengthen the team approach to leadership and management and delegate, where appropriate, middle management responsibilities
- develop the quality of information given to parents and build a stronger partnership between home and school to fully support pupils' learning and emotional needs.

Achievement and standards

Grade: 3

The high levels of pupils' mobility and learning difficulties influence the standards that published results show pupils to be achieving. In the main, standards are now broadly average in Year 6 and show that most pupils achieve satisfactorily during their time at this school. However, a legacy of previous underachievement, especially in pupils' writing, means that standards are still not as high as they could be.

Children joining the Nursery and Reception classes frequently have below average skills; several have significant language and personal needs. They make good progress in these classes, especially in their personal, social and emotional development. However, whilst most reach the early learning goals expected of children on entry to Year 1, there are still weaknesses in communication, language and literacy skills.

Generally satisfactory progress continues through Years 1 and 2, but the arrival and departure of pupils throughout the year depresses some pupils' confidence as learners. Standards are improving, but remain below average in reading and writing and are average in mathematics by the end of Year 2. Pupils make satisfactory progress through Years 3 to 6, improving their basic literacy, numeracy and ICT skills across the range of subjects from their individual starting points. The published results for Year 6 do not always capture this individual improvement, as many pupils are new to the class when the tests are taken.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. They enjoy school and are learning about keeping themselves healthy. Attendance is satisfactory. The 'golden rules' support pupils' thinking about appropriate behaviour. Their behaviour is satisfactory. Pupils take their responsibilities seriously as members of the school council and as prefects. Most pupils adopt safe practices and are willing to ask staff if they need help. They enjoy welcoming visitors to their celebration assemblies and charity events. Pupils are resilient and are more aware of how to make new friendships than most pupils of their age. They quickly become part of the school community because they are given good social and moral guidance tailored to the particular context of the school. Their spiritual needs are well met and they have a positive attitude to

other cultures. However, given some of their limited basic skills such as writing, their preparation for the future is not entirely secure.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching is improving and some good lessons were seen during the inspection; an outstanding lesson was observed in the Nursery. Teachers and their assistants promote warm relationships and value pupils and their responses. Improved planning, informed by increasingly accurate assessments such as teachers' marking, is strengthening teaching and learning this term. Pupils' differing capabilities are catered for more effectively, particularly those of potentially higher attainers. Their progress is now satisfactory. Teachers use interactive whiteboards to stimulate pupils' interest and to share their ideas and lesson objectives. Older pupils, especially in Year 6, use computers with increasing confidence to enrich their learning in other subjects. Children in the Nursery and Reception classes also gain increased independence through stimulating role-play, in 'Santa's Grotto', for example. However, activities that promote independence in learning are not as effective in other classes. Occasionally, in addition, learning is less effective, particularly for lower attainers, when there is too much emphasis on whole-class sessions. Less confident pupils remain passive and their desire to learn is not stimulated sufficiently. At times, their lack of involvement limits their progress in speaking and listening and, subsequently, in writing.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum suitably matched to the pupils' differing needs and capabilities. Planning for independent learning in the Foundation Stage is a strength. However, although children in Reception can use the Nursery outdoor area, their outdoor opportunities are constrained by the lack of a secure outdoor area of their own. Pupils' personal development, including their awareness of safe healthy lifestyles, benefits from the good range of extra-curricular activities. These include, for example, sports festivals, judo and homework clubs. Links with the community, including with parents, are not developed to best effect to extend learning opportunities. The creative dimension of the curriculum is being developed well through themed weeks such as 'Special Books' and cross-curricular studies such as 'The World in Action' and rivers. Opportunities to use ICT, for example to enrich writing, and for pupils to develop their swimming skills have been much improved since the last inspection.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Pupils are cared for well. The school rightly emphasises that care and consideration for one another is of central importance to making a happy and secure community where children can learn. Child protection, health and safety, and risk assessment procedures are clearly implemented. Pupils are certain that they can talk freely about problems to adults. Support for vulnerable pupils is good and the needs of gifted pupils are addressed appropriately. Those with learning difficulties are given good quality additional support. Personal and academic monitoring is well managed. Tracking of pupils' progress is identifying where pupils require extra challenge or assistance. Pupils in older year groups are beginning to understand their learning targets and know generally how well they are doing. Regular formal and informal opportunities are available to parents to review progress. School guests, such as the visiting army scripture reader, enhance the provision and provide additional role models for children whose family members are away on active service. Establishing links with secondary schools can be difficult, given the high mobility of pupils. This is an area requiring further thought and a more creative approach, such as the use of the internet to help pupils research their new school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and deputy headteacher give a clear direction to the school and they have high aspirations for all pupils and staff. The school's self-evaluation identifies most of the main areas for improvement. For example, good action is being taken to improve the use of assessment and to begin developing pupils' progress in writing, although there is more to be done. Action in other areas is not yet as sharply focused. As yet, there is insufficient clear step-by-step analysis and planning to show how the school is to achieve future goals. The school has made satisfactory progress since the last inspection. It has examples of good practice which it can share and spread more widely, and it has a sound capacity to improve, especially as the governors are now nearly up to full strength. The governors are developing their abilities, through training, to help challenge the school to evaluate more sharply its developments and its overall effectiveness.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the welcome that you gave us when we recently inspected your school. I was pleased with the way you all help each other and know the 'golden rules' and with how you make new pupils welcome. We really enjoyed talking to you about the things you do in school and about your experiences in other schools.

You go to an improving school with an outstanding nursery. The school gives you a satisfactory education. You each get help at the level that you need and it was pleasing to see almost everyone trying hard in their lessons. The school is a safe and well organised place. You learn about keeping healthy and being safe; please remember what you have been taught and stay on the pavements on these dark mornings. It is good you are keen to be on the school council and to help decide what you think would help the school.

I have asked your teachers to:

- make sure that teaching is as good in all classes as it is in the very best
- improve your writing and make sure you work hard at all subjects so that you learn the most you can
- share out the extra jobs that the teachers do so your headteacher and deputy headteacher have more time to work out exactly how to continue developing the school and to help you learn even more
- make sure your parents know more about the good things that are going on in school.

What you do at school is important for your future so please do your best to help your teachers to help you.

Best wishes to you all for Christmas and the future.