

# Kiwi Primary School

## Inspection report

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<b>Unique Reference Number</b>	126248
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	340944
<b>Inspection dates</b>	5–6 November 2009
<b>Reporting inspector</b>	Geoff Cresswell

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

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<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>	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Rhodes
<b>Headteacher</b>	Susan Raeburn
<b>Date of previous school inspection</b>	5 December 2006
<b>School address</b>	Hubert Hamilton Road Bulford Camp Salisbury SP4 9JY
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress, individual education plans of a proportion of pupils with special educational needs and/or disabilities, procedures for keeping pupils safe, 71 parental questionnaires, 48 pupil questionnaires and 14 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the ability of Year 6 pupils to apply basic skills
- the progress of pupils with special educational needs and/or disabilities throughout the school, to determine if teaching is matching the needs of these pupils
- the progress of pupils for whom English is an additional language, particularly focusing on those who have arrived in the last year, and how the school is meeting their needs
- the effectiveness of the school's improvement plan in improving the achievement of pupils
- the impact of the leadership and management of the governing body, deputy headteacher and teaching staff with leadership responsibilities.

## Information about the school

This is a slightly smaller than average primary school. A large majority of the pupils are from White British backgrounds, the rest representing a wide range of other ethnic groups. Close to a quarter of pupils speak English as an additional language. The current proportion of pupils with special educational needs and/or disabilities is in line with the national average. The proportion of pupils joining or leaving the school part way through their primary education is above average. Provision for the Early Years Foundation Stage is in a Nursery and a Reception class. The headteacher has been in post since June 2009. At this time, she was the fifth post-holder in a year. Two teachers were new to the school in September 2009. The school holds a Healthy School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils from Years 1 to 6 are not making sufficient progress. This applies equally to more able pupils, pupils who speak English as an additional language and those with special educational needs and/or disabilities. Too often, teaching is not pitched at the right level of difficulty to enable pupils to make good progress, being either too easy or too hard for a number of pupils in the class. This mismatch is not helped by the fact that teachers are often unaware of the stages the pupils have reached in their learning. In one lesson, Year 3 pupils were completing the same activity on the computer that they had been given when they were in Year 2. The teacher in question explained that the records from the previous class teacher had only just been passed on and had not been looked at. In general, detailed assessment procedures for finding out how well pupils are doing are not in place, nor are pupils given very much idea of how they can improve. Topics and skills tend to be taught in isolation and have little meaning for the pupils.

By the time pupils reach Year 6, they have gaps in their knowledge and understanding and many do not work at a level expected for their age. Overall pupils' attainment has been well below average for the last three years. Basic skills have not been learned and pupils tend to be uninspired by the experience of learning. However, staff have been successful in enabling pupils to adopt active and healthy lifestyles and pupils have a good involvement with the local community. Also, in the Early Years Foundation Stage, children make good progress. This is because skilled teaching provides stimulating activities that develop learning effectively and motivate the pupils. While the children in the Early Years Foundation Stage achieve well, provision and leadership and management in the Early Years Foundation Stage are not satisfactory because statutory requirements relating to safeguarding are not met.

The recently appointed headteacher has made an accurate assessment of the strengths and weaknesses of the school. In a short space of time, she has drawn up a school improvement plan and used it to establish effective partnerships with the local community, which have breathed life into the curriculum. At present, however, improvements in the school are solely dependent on the headteacher. The governing body, which includes a number of new members, is supportive and well motivated. Governors understand their role, but have had little impact in securing the schools' improvement. Staff with leadership responsibilities also lack the skills and experience

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needed to move the school forward, despite extensive support from the local authority. The recent high turnover of staff has hampered attempts to bring about sustained improvement. The lack of monitoring of all aspects of school work has led to a lack of oversight in ensuring that all statutory procedures for safeguarding are in place.

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

- Raise achievement for all groups of pupils in Years 1 to 6, in particular, those with special educational needs and/or disabilities, more able pupils and those who speak English as an additional language, by:
  - ensuring that teaching is matched to the needs of all pupils, and is judged good in at least 60% of lessons
  - making pupils continually aware of what they need to do to improve
  - ensuring pupils are taught basic skills in a meaningful and enjoyable way.
- Establish an effective leadership team and governing body in the next three months that monitors, evaluates and makes strategic interventions to improve the quality of assessment for learning and the provision for pupils with special educational needs and/or disabilities, those who speak English as an additional language and more able pupils by:
  - ensuring that staff with leadership responsibilities and governors with specific oversight of these aspects receive training and support
  - ensuring that staff monitor and evaluate teaching and the progress pupils are making in order to formulate realistic action plans.
- Ensure that all statutory procedures for safeguarding, including the statutory welfare requirements for children in the Early Years Foundation Stage, are established as a matter of urgency.

## Outcomes for individuals and groups of pupils

**4**

When activities interest and engage pupils, they respond with enthusiasm and an eagerness to learn. Pupils cooperate and collaborate well when required to do so. Learning is hindered by the fact that the pupils have not developed all the necessary skills to progress well. This was evident among Year 6 pupils, some of whom were hampered in the amount of work they could do because they had such a poor technique in holding a pen. More able pupils in this class were unable to make progress with multiplication because they still had not mastered multiplication and division by 10. Many lessons involve long periods of listening and, when this happens, pupils do not have the skills or concentration to remain engaged. Some are in the habit of switching off and becoming restless. The progress of pupils with special educational needs and/or disabilities, and those who speak English as an additional language, is inconsistent. On some occasions, these pupils progress well with support from adults. On others, not enough account is taken of the skills or language needed to perform a task, such as the inability of Year 2 pupils to read prompts provided for the retelling of a story.

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Pupils have a clear view of right and wrong and the vast majority apply this knowledge. Pupils expressed frustration and annoyance at the perceived bad behaviour of a few of the older boys. One Year 6 pupil described the frustration of having to wait in lessons while the teacher dealt with inappropriate behaviour. Behaviour has been improving and the exclusion rate has dropped, but the occasional aggressive outburst by two or three pupils make a minority feel unsafe. No such outbursts were observed during the inspection. One factor hindering consistency in behaviour is the high turnover of teachers, particularly for Years 5 and 6. At the time of the inspection, the headteacher was teaching these pupils in the morning to secure their learning and behaviour.

Pupils' social awareness is developing well and recent initiatives have improved their appreciation of other cultures. They are not so well developed spiritually, and do not often reflect on experiences or value their unique identity. Pupils' attendance has improved this year and is broadly average.

Pupils' attainment is low and this, combined with gaps in basic skills and at times a lack of enthusiasm for learning, means that they are not well prepared for their next stage in learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>4</b>
<b>Pupils' behaviour</b>	<b>4</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

Where teaching is good or satisfactory, imaginative activities are given to the pupils that stimulate their interest. There are clear expectations of pupils' performance and they respond to this. A good example was a Year 1 gymnastics lesson. The teacher made it clear which movements she wanted pupils to develop using humour and varying the volume and tone of her voice. The pupils responded with good effort and obvious enjoyment.

Weaker teaching is characterised by low expectations from some teachers as well as a failure to match activities to the stage of learning of pupils. This was evident in a Year 5/6 games lesson, when two girls who had not brought their kit were not given alternative tasks that would have helped them learn something in the lesson. Books from Year 2 to Year 6 all contain pages of unmarked work. When complete, marking often does not give pupils an understanding of how they can improve. The pace of lessons is frequently slow, with pupils passive for too much of the time.

The curriculum is inadequate because it is not adapted to meet the needs and interests of pupils. One project at the end of the summer, instigated by the headteacher, captured the imagination of pupils, staff and the community. It produced meaningful partnerships with the army and celebrated culture in an innovative and imaginative way. The impact of this project is appreciated by staff, but once the headteacher's input ceased, the curriculum reverted to disjointed skills and knowledge taught in isolation.

The pastoral care of pupils is effective in enabling frequent new arrivals, including a number who speak English as an additional language, to integrate quickly into the life of the school. Care, guidance and support are inadequate because of weaknesses in safeguarding procedures.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

Since her appointment, the headteacher has enabled the school to improve its contribution to community cohesion. The school has begun to involve some hard-to-reach groups through imaginative initiatives. A good example is the basic-skills numeracy and literacy courses for parents run in school by the army education corps. Plans to contribute to community cohesion have been shared with the governing body

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and progress evaluated. The school's engagement with parents and carers has also been developed through new initiatives, such as a fortnightly newsletter and an invitation to a weekly celebration assembly.

The high turnover of staff has made it difficult to embed improvements and has led to gaps in leadership responsibilities for specific subjects that are within the national curriculum. At present, staff are assigned to lead only literacy, mathematics, science, and information and communication technology.

The school's attempts to promote equality of opportunity are inadequate as seen in the lack of progress made by specific groups of pupils, such as those with special educational needs and/or disabilities. The school is not providing value for money; this year's budget has been set with a large deficit.

Safeguarding procedures are not robust enough because statutory regulations are not met.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Pupils in the Early Years Foundation Stage clearly enjoy their learning and achieve well. This is equally true for all groups of pupils. The whoop of joy that accompanied the announcement of a new activity in the Nursery typifies the attitude of the pupils. A stimulating environment has been created both outside and inside for Nursery and Reception pupils, although the Nursery makes better use of this, with more opportunities for pupils to work independently. Pupils from different backgrounds and cultures work together harmoniously. Teaching assistants in both classes are very



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effective in helping the pupils to improve. In the Reception class, a highly motivated group of more able pupils made good progress in adding numbers up to 10 owing to skilful direction from the teaching assistant.

Thorough systems are in place in the Nursery to track pupils' progress and guide them to the next step in learning. The same is not true in the Reception class, and this means that, although progress is still good, it is not as rapid as in the Nursery.

Children behave safely throughout the Early Years Foundation Stage. However, although the children's welfare is supported well on a day-to-day basis, statutory requirements for the welfare of the children in the Early Years Foundation Stage are not met because risk assessments are not in place for regular assessment of the premises and there is no evidence that staff have completed appropriate first aid training relevant to the age of the children being cared for. Consequently, provision and leadership and management are inadequate. Since taking on the leadership and management of the Early Years Foundation Stage, the headteacher has appointed a very effective Nursery teacher and improved provision by creating an Early Years Foundation Stage wing, joined to the main school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

**Views of parents and carers**

Most parents have a positive view of the school. Almost all parents and carers feel that their child enjoys school and is helped to adopt a healthy lifestyle. The inspectors recognise the healthy lifestyle adopted by pupils, but find that the older pupils' enjoyment of school is tempered by concerns about the behaviour of a few of their peers. A small minority of parents share this concern and the issue attracted the highest number of parental criticisms. Also, a few parents do not feel informed about their child's progress. The inspectors agree that there are concerns with respect to assessment in general and its communication.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kiwi Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	56	29	40	1	1	1	1
The school keeps my child safe	43	61	25	35	2	3	1	1
The school informs me about my child's progress	28	39	33	47	8	11	2	3
My child is making enough progress at this school	21	30	36	51	7	10	1	1
The teaching is good at this school	28	39	38	54	4	6	1	1
The school helps me to support my child's learning	26	37	34	48	10	14	0	0
The school helps my child to have a healthy lifestyle	25	35	44	62	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	35	37	52	3	4	1	1
The school meets my child's particular needs	24	34	40	56	5	7	1	1
The school deals effectively with unacceptable behaviour	29	41	26	37	8	11	7	10
The school takes account of my suggestions and concerns	21	30	35	49	5	7	3	4
The school is led and managed effectively	29	40	36	51	4	6	0	0
Overall, I am happy with my child's experience at this school	33	47	31	44	6	9	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



10 November 2009

Dear Pupils

Inspection of Kiwi Primary School, Salisbury, SP4 9JY

Thank you so much for being extremely helpful to us when we visited. We very much enjoyed talking to you and hearing about the things that you like in your school. We were impressed by the way you stay fit and healthy all through the day. We also liked the way you help so much with events near the school. You certainly have a lot of new children joining you during the year, and you and the adults in school do well at helping these children to settle into school quickly.

We think your project on 'Kiwi in the Community' was impressive and we think a lot more of your learning should be like this, getting you involved in things that interest and excite you. We think the Nursery and Reception are exciting places to learn and found that the children in these classes are doing well. In the rest of the school, we found that sometimes the work is too easy or too difficult for you and this stops you from making enough progress. Having a lot of different teachers has not helped either, and, at the moment, many of you are not shown how you can get improve your work.

Your new headteacher has made a good start at making your school better. Now your headteacher, governors and staff need to work together to get some important things done as soon as possible, they need to:

- make sure that the work you are given is not too easy or too difficult for you
- make sure that you always know what you can do to get better
- make the work more interesting and exciting for you, like the 'Kiwi in the Community' project which you enjoyed so much
- make sure that important paperwork is kept up to date.

You can help by always trying hard and finding out how you can get better.

Thank you again for the very friendly welcome you gave us.

Yours sincerely

Geoff Cresswell

Lead Inspector

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