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Miss S Raeburn
Headteacher
Kiwi Primary School
Hubert Hamilton Road
Bulford Camp
Salisbury
Wiltshire
SP4 9JY

Dear Miss Raeburn

Special measures: monitoring inspection of Kiwi Primary School

Following my visit to your school on 29 and 30 September 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures in November 2009. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State the chair of the governing body and the Director of Children's Services for Wiltshire.

Yours sincerely

Sheila Browning
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2009

- 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.
- Ensure that teaching is matched to the needs of all pupils, and is judged good in at least 60% of lessons and make sure pupils are continually aware of what they need to do to improve and 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.
- 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.
- Appoint, as a matter of urgency, an experienced and skilful substantive Year 5/6 teacher.

Special measures: monitoring of Kiwi Primary School

Report from the second monitoring inspection on 29 and 30 September 2010

Evidence

The inspector observed the school's work including nine lessons or part lessons and an assembly. Documents were also scrutinised as well as pupils' work. In addition, the inspector met with the headteacher, the chair of governors and a member of the governing body, the advisory headteacher, two representatives from the local authority, the special educational needs consultant, staff and pupils.

Context

The number on roll has stabilised in the past nine months, having previously shown a decline. The nursery is currently operating morning sessions only, due to a change in the funding formula. Following the previous monitoring visit, the redundancy process has been completed. As a result, there has been a loss of the role of deputy headteacher, a reduction of 1.7 teachers and a reduction in teaching assistant time. In addition, the special educational needs coordinator and the Reception class teacher resigned at the end of last term. The headteacher, who has now been in post for a year, is undertaking the role of special educational needs coordinator. Three new teachers started in September 2010, one full time and two sharing a job part time. Two new posts have also been created, one for leading the Early Years Foundation Stage and the other for leading the curriculum. Two new teaching assistants and a digital literacy teaching assistant have also been appointed. These new appointments have enabled the staffing to be restructured including the formation of a new senior leadership team. The 'Annexe', which was an unused space last year, has been refurbished and will open shortly as the new Bulford Children's Centre.

Pupils' achievement and the extent to which they enjoy their learning

Provisional school results in national tests in 2010 at the end of Year 6 show pupils' attainment is closer to national averages, with a rise in the proportion of pupils reaching the expected age-related levels in English and mathematics. Whilst attainment in reading and writing is rising, writing remains below national averages. Pupils' attainment in mathematics shows a steady increase and a sharp rise for girls looks likely. End of Year 2 results rose in 2010 and were closer to those nationally in reading, especially for pupils attaining higher levels. In writing, pupils' attainment fell below that nationally expected especially for girls, but rose for the higher levels. In mathematics, attainment declined to below average and the performance of boys was especially disappointing.

Evidence from lessons seen and pupils' work in their books confirm variations in pupils' performance. More able pupils are making better progress than before, but pupils' progress over time in different year groups remains too variable. School tracking data shows that the vast majority of pupils made expected progress last year, except in Year 3 for mathematics. The interventions, support, and considerable impact of the headteacher, resulted in the previous Year 6 making better progress than expected from their predicted attainment at the start of Year 3. Pupils with special educational needs and/or disabilities made good progress compared to their starting points because of the better identification of their learning needs, well-focused intervention and support. Although pupils who are learning to speak English as an additional language achieved well, there is more to do to ensure they, and those identified as more able, achieve their full potential. The school is now closing the gap in pupils' achievement and progress across the school. This is due to the improving quality of teaching, better identification of individual pupils' learning needs and teachers' improved use of assessment.

Children's achievement in the Early Years Foundation Stage shows improvement too, especially in personal, social and emotional development and communication and literacy skills. This is because provision is much improved. Evidence during the monitoring visit indicates that pupils are consolidating their previous learning and moving forward steadily. Staff have a clearer understanding of what pupils, including those identified as more able, should achieve, so they can reach their full potential. Observations show good pupil attitudes and increasing confidence to share and discuss their ideas when given the opportunity. Pupils enjoy most tasks set and are more engaged in their learning.

Progress since the last inspection on the areas for improvement:

- 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 – satisfactory.

Other relevant pupil outcomes

Improvements to the provision and the school building help ensure pupils feel valued and enjoy school. Attendance has improved and exclusions are reduced. Behaviour is good. The pupils come from a wide range of different backgrounds are very well integrated. They are very aware of their impact on different communities and their spiritual, moral, social and cultural development is good. During diversity day it was delightful to see children, teachers, parents, carers and visitors in national costumes. They prepared and tasted different foods, made jewellery and crafts, danced and played musical instruments, and discovered so much about different traditions and cultures in Brazil, Fiji, Jamaica, Kenya, Nepal, Scotland and Turkey. Pupils are polite, friendly, say they feel very safe and show a good understanding of how to lead

healthy lifestyles. The increased opportunities for independent learning and greater focus on developing basic skills help prepare them for their future.

The effectiveness of provision

Teaching is satisfactory, but instances of well taught lessons are increasing. The appointment of new staff has brought much needed stability and some good teaching that the school can aspire to. Teachers' planning is improving and takes greater account of the range of pupils' ability. The use of assessment and teachers' understanding of National Curriculum levels are also improving. Lessons are usually calm and purposeful. Relationships are positive and routines are being established. Improvements since the last visit are seen in the way teachers' share with the children what they will be learning and why. Teachers' expectations of what pupils are capable of achieving, their questioning skills to check pupils' understanding and the use of specific vocabulary are improving. Nonetheless, in a few lessons, too much talking by teachers, over direction, mismatch of work to pupils' abilities and slow pace limit pupils' progress. Teaching assistants support pupils' learning effectively but are not always deployed well by class teachers. Marking usually refers to pupils' targets with helpful pointers for improvement. Care, guidance and support continue to improve. Pupils have recently been given targets for reading, writing and mathematics and are gaining a better understanding of what they must do to improve. They are more involved in their own assessment whether using 'thumbs up or down', smiley faces or using the Eureka and Baffled boxes in Year 6. The curriculum is under review. The adoption of themes, such as 'Journeys' and 'People who make a difference' and 'Picture This', are developing with writing as a main focus across the school to reinforce basic skills and to make learning meaningful and enjoyable. The school is seeking Dyslexia Friendly status and is involved in several pilot schemes from a Digital Literacy project for pupils with English as an additional language to working with local communities.

Progress since the last visit on the areas for improvement:

- ensure that teaching is matched to the needs of all pupils, and is judged good in at least 60% of lessons and make sure pupils are continually aware of what they need to do to improve and are taught basic skills in a meaningful and enjoyable way – satisfactory.

The effectiveness of leadership and management

The headteacher is now able to carry out her role without a heavy teaching commitment because the school has a full complement of teaching staff. Newly appointed senior and middle leaders are clear about the tasks ahead, but it is too soon for them to have had any measurable impact. The incisive leadership, ambition and drive of the headteacher is a model they are keen to adopt. As one commented, 'We know we are a team, who is responsible and our roles are clarified.' School

improvement planning is focused on the right priorities to move the school on and school self-evaluation is accurate. Good systems and procedures are in place. Tracking systems to check pupils' progress are being embedded. Data are analysed and used to set challenging targets and teachers are held to account. Professional development to improve teachers' skills is showing success in improving pupils' achievement. There are individual teachers who require further support in specific areas to iron out inconsistencies. Formal monitoring of teaching and learning is developing appropriately. The governing body is more involved and sees the withdrawal of advisory support for governors as an opportunity to be more independent and 'stand alone'. They have received training to ensure they fulfil their statutory duties and governors' minutes show governors know how well the school is doing and what must be improved. They have carried out learning walks, are planning to visit lessons and have subject presentations from staff.

Leaders are committed to ensuring equality of opportunity and many improvements are seen in the provision for pupils with special educational needs and/or disabilities. A complete screening of their individual needs has taken place including a review of staff training, one-to-one tuition and small group work and specialist interventions. As yet these are too new to evaluate their impact. The school runs a well attended parent café for parents of children learning to speak English as an additional language and has embarked on a pilot scheme to promote learning for these pupils. Provision for those identified as more able is at an early stage of development. There are, for example, plans to link with a local secondary school to provide greater challenge and enrichment. Safeguarding procedures are securely in place and first aid training for adults in the Early Years Foundation Stage has been updated.

Progress since the last visit on the areas for improvement:

- 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 – satisfactory
- 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 – good
- appoint as a matter of urgency an experienced and skilful substantive Year 5/6 teacher – good.

External support

The local authority has continued to provide effective support to the headteacher and others to improve the quality of provision and leadership across the school. The special educational needs consultant has provided valuable expertise, training and support as well as organising the screening of, and provision for, those pupils with special educational needs and/or disabilities. The advisers for literacy and numeracy

are particularly valued by the school. The most recent inspection of the school evaluated the progress made on each area of improvement fairly and accurately.